

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#_**

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.68.C.1.1	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.	<p>Students are taught that there are multiple purposes for creating artwork. 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.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.	<p>The effects of various structures and functions of art are taught throughout Creativity Express enabling students to understand, interpret, and discuss visual information.</p> <p>Some examples of artistic interpretation:</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. This lesson also exposes students to various techniques - pencils, crayons, paint, digital media or clay.</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>Some examples of reflection:</p> <p>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."</p> <p>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.</p> <p>L#11 Time: Learning about an artwork's background, or native environment, helps us to understand its story and significance.</p>
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<p>VA.68.C.1.3</p>	<p>Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.</p>	<p>Students gain knowledge of visual art structures and functions in the Creativity Express lessons and example artwork. They apply this knowledge in guided art analysis in the interactivities of these sections, as well as in their own artwork through the Creativity Builders activities.</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.</p> <p>L#4-Value: Students gain insight to the artistic principle of value as well as how light/ dark values can affect art.</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#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#8-Line: Students learn about line/s and how they create emotion/s in 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#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 & form and how shading affects volume.</p> <p>L#15-0+1+1+2+3: Students connect how art and math relate to each other and work together.</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.68.C.2.1</p>	<p>Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.</p>	<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 which the teacher may use as guidelines of the work based upon the student's personal assessment during these discussions.</p>

VA.68.C.2.2	Evaluate artwork objectively during group assessment to determine areas for refinement.	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. Example: L#14 Museums CB#28 'Forgery' : Display all the students' artwork for discussion. Is anyone's copy so good that it could be mistaken for the original if it didn't have some changes? What kinds of things did the students learn from copying another artist's work?
VA.68.C.2.3	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.	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: 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. Works by Dali, Micaelangelo, and Gaugin are highlighted. 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. The history of the Mona Lisa is covered. L#16 Inspiration: Students lare 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.
VA.68.C.2.4	Use constructive criticism as a purposeful tool for artistic growth.	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. Example: L#8 Line CB#15 'Lost in a Maze' : Once the mazes are completed, have the students discuss how the lines in each maze make them feel. Are some mazes more inviting to enter than others? Do the curving lines give the students a different impression than the jagged lines? Discuss how lines can be used in artwork to create similar emotions.
		Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<p>VA.68.C.3.1</p>	<p>Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.</p>	<p>The vocabulary with which students learn to evaluate art using descriptive language incorporating thenstructural elements of art comes from all of the Creativity Express lessons. Examples of lessons using vocabulary 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>VA.68.C.3.2</p>	<p>Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.</p>	<p>L#11 Time: In this lesson students learn that 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; 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. See also VA.68.C.3.4 below.</p>
<p>VA.68.C.3.3</p>	<p>Use analytical skills to understand meaning and explain connections with other contexts.</p>	<p>Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines through the lesson content. Examples: <u>Language Arts:</u> L#1- Art as a Language: Using descriptive words to analyze artworks. <u>Science:</u> L#1 Art as a Language: Observation, exploration, risk and invention - Leonardo da Vinci is a good example. <u>Math:</u> L#15 0+1+1+2+3: Use mathematically sound/accurate proportions and patterns found in nature to create beauty in art. <u>Music:</u> L#5 Color: Similar spatial relationships in art and in color; harmony and discord in color. <u>Dance:</u> L#10 Movement: Movement in art and dance are shown by line shape and direction. <u>History:</u> L#11 Time and L#14 Museums: We can understand history better by examining records from different time periods, including artworks. We can understand and relate to history more easily by seeing it as learning about how people used to live.</p>

<p>VA.68.C.3.4</p>	<p>Compare the uses for artwork and utilitarian objects to determine their significance in society.</p>	<p>Students are taught that there are multiple purposes for creating artwork and utilitarian objects. Examples from the lessons: L#1 Language of Art: Art as a universal language and a form of self-expression; art as an expression of passion. 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?" L#5 Color: for design - create an effective logo or banner. 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. 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. L#13 Shape and Form: design a logo for a sports team. See also VA.68.C.3.2 above.</p>
<p>Big Idea: Skills, Techniques, and Processes</p>		<p>Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
<p>Benchmark Code</p>	<p>Bechmark</p>	<p>Locations Where Taught in Creativity Express</p>

VA.68.S.1.1	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.	<p>Throughout the doART / Creativity Builder activities, students experiment with many different kinds of media, techniques and processes, and are reminded to keep in mind the types of media and processes that best achieve their intended communication.</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. Students compare results. 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. They can then ask themselves and others, Did my choices of color achieve the desired effect?</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>
VA.68.S.1.2	Use media, technology, and other resources to derive ideas for personal art-making.	<p>In the Creativity Builders, students explore the concept that their culture and time period affect their own artworks. Some examples:</p> <p>L#5 Color CB#10 'Make up a New Holiday': Students make up a new holiday and create a logo to represent this day.</p> <p>L#9 Portrait CB#17 'Looking Into the Future': After reviewing symbolism and other visual cues in classic portraits, students create a self-portrait of themselves in the future.</p> <p>L#11 Time CB#22 'A Voice from the Past': After discussing whether all of the representations made in classical art may or may not be completely accurate, the students create a work of art that shows their current way of life, but in an exaggerated, amazing or just funny way.</p> <p>L#16 Inspiration CB#32 'Show Off Your Style': This Creativity Builder deals with individual style. By looking at artworks over the years, students discuss what sort of personality is reflected in certain artists' works. With that lesson in mind, students create a work of art that reflects their own personality.</p>

<p>VA.68.S.1.3</p>	<p>Use ideas from cultural, historical, and artistic references to create personal responses in personal 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: L#6 Making Paint: Pre-historic, ancient Egyptian, Chinese-2000 BC, Greek- 1000-30 BC, Renaissance, Industrial Age L#6 Making Paint CB#12 'Design a Sarcophagus': Students play the role of an Egyptian artist who is decorating a sarcophagus for a Pharaoh. 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. L#9 Portraits CB#17 'Looking into the Future': Students create a self-portrait of themselves in the future. 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. L#10 Movement CB#19 'Movement in Art': Students create marionettes that can be posed, enabling them to design many poses for their artwork quickly. L#11 Time: Students learn that artworks can act as records of the time periods in which they were created. L#11 Time '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'll create whimsical representations that might fool historians in the future.</p>
<p>VA.68.S.1.4</p>	<p>Use accurate art vocabulary to explain the creative and art-making processes.</p>	<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>VA.68.S.1.5</p>	<p>Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.</p>	<p>L#11-Time: Students learn that artworks can act as records of the time periods in which they were created. L#11-Time CB#21 'Something Old, Something New': Students use an existing historic work of art as a design source ,then create similar images with modern-day props, clothing, and other elements. L#14-Museums: Museums are a link to human history. L#14-Museums 'CB# 'Forgery': Students copy a work of art, but they'll make small changes so that it's recognizably different from the original; in the process understanding the difference between copying artwork to learn from it, and copying artwork to create a forgery. L#16-Inspiration: Artists/artworks from several different time periods and cultures are compared, to show how they influenced each other. L#16-Inspiration 'Show off Your Style': Through cultural exploration, students understand their own personal artistic style, then express their style in a work of art.</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.68.S.2.1</p>	<p>Organize the structural elements of art to achieve artistic goals when producing personal works of art.</p>	<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 personal artistic vision. Some examples: 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. L#10-Movement CB#19 'Movement in Art': Students create movement in their artworks and discuss the effectiveness of their techniques. 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. 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>

<p>VA.68.S.2.2</p>	<p>Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.</p>	<p>#1 Art as a Language: Students learn the steps required to make a Fresco. #13 Shape & Form CB#25 'Shape Into Form': Students make an origami frog from a flat sheet of paper in 17 sequential steps. #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>
<p>VA.68.S.2.3</p>	<p>Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.</p>	<p>Students learn the usefulness of sketching as a means of creating drafts from which to develop ideas in the lessons. The doART / Creativity Builders Lesson Plans then reinforce this message through activities. Examples: #1 Language of Art: Leonardo sketched eyes from observation. "He was always observing little details everywhere he looked." #9 Portrait CB#18 'Caricature to Wear': "After sketching out their designs on lightweight paper, ask the students to create final versions using heavy construction paper or other strong materials."</p>
		<p>Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p>VA.68.S.3.1</p>	<p>Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.</p>	<p>In the Creativity Builders, students use a variety of two- and three-dimensional materials and tools to execute their projects, then analyze the effectiveness of their choices: #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? #9 Portrait CB#18 'Caricature to Wear': In the Portrait activities, students learned about caricatures – portraits that exaggerate features of a subject to make them look funny. Students then take exaggeration in another direction and create a whimsical mask. Big googly eyes, bat's ears, and scary fangs are suddenly fashionable in this lesson. #16 Inspiration CB#31 'The Director's Chair' : Students will get inspiration from a favorite movie, and then design some elements for a movie of their own.</p>

VA.68.S.3.2	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.	<p>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 L#16 Inspiration: sayART</p> <p>Then the students apply themselves with hands-on projects in the doART / Creativity Builders Lesson Plans. Lessons which accentuate repeat practice to achieve desired results:</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.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.	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.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.	<p>The issue of ethical standards and the appropriateness and legality of copying and/or stealing artwork or copyrighted images is covered in:</p> <p>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.</p> <p>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.</p>
VA.68.S.3.5	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.	<p>L#13 Shape and Form CB#25 'Shape into Form': Students will transform a flat piece of paper- which is just a two-dimensional shape - into a three-dimensional form, creating an origami frog.</p> <p>L#13 Shape and Form CB#26 'Standing Tall': Students transform a flat drawing (shape) into a sculpture (form) using a model sheet.</p>
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.68.O.1.1	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.	<p>Students are taught the organizational principles of design to create visual unity, purposes for specific artworks and methods for comparison and analysis throughout the lesson plans. Some examples:</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>
VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.	<p>In the Creativity Builders, students communicate ideas using structural elements and organizational principles, then discuss with their class what makes them effective or ineffective for 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 & 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>

<p>VA.68.O.1.3</p>	<p>Combine creative and technical knowledge to produce visually strong works of art.</p>	<p>In the doART / Creativity Builders activities students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks: <u>Visual:</u> 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#10 'Make Up a New Holiday': Students use complementary colors to make a holiday poster. <u>Spatial:</u> L#13 Shape & Form CB#25 'Shape Into Form': Students make a three dimensional shape, (an origami frog), from a flat piece of paper. L#15 0+1+1+2+3: CB#29 'Gridlocked': Students copy an image from a source by using a grid overlay, with which they can also enlarge or shrink their image, or change its shape. CB#30 'Get Your Proportions Right': Students learn to use tools to help them accurately portray proportions in their art. <u>Temporal:</u> L#9 Portraits CB#17 'Looking Into The Future': Students prepare a portrait of themselves in the future. L#10 Movement: Consider the relationship of movement in a static artwork to the concept of the passage of time in the artwork's "story." L#11 Time CB#21 'Something Old, Something New': Students change an existing work of art with modern elements and discuss the results.</p>
<p>VA.68.O.1.4</p>	<p>Create artworks that demonstrate skilled use of media to convey personal vision.</p>	<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: 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. 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. 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>

		Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
VA.68.O.2.1	Create new meaning in artworks through shared language, expressive content, and ideation.	<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#9 Portraits CB#17 'Looking Into The Future': <u>History:</u> 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>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>
VA.68.O.2.2	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.	<p>L#1 Art as a Language: Art is a universal language for communication and self-expression. In many cultures and for various reasons, symbols were used to communicate ideas.</p> <p>L#9 Portraits: Interpret a historical portrait by looking for clues as to its time period and the story of the person depicted.</p> <p>L#11 Time: View Cubist, Surrealist and Impressionist paintings and discuss why they were shocking to the public at the time they were created.</p>
VA.68.O.2.3	Create a work of personal art using various media to solve an open-ended artistic problem.	<p>doART / Creativity Builders activities: 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.</p> <p>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.</p>

<p>VA.68.O.2.4</p>	<p>Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.</p>	<p>L#1 Art as a Language CB#1 'Create Your Own Language': <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 their own language or "code" by using symbols for words and interpret each other's symbols.</p> <p>L#2 Messages in Art CB#3 'Warning Signs': <u>Language Arts:</u> Students create signs that convey a message and then share the signs and assess the results. Are the meanings clear? What could be changed to make the meaning clearer?</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#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>Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>

VA.68.O.3.1	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.	<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 Da Vinci</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?" Specific artworks include: The Mona Lisa and Study of an Old Man's Profile by Da Vinci 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>
VA.68.O.3.2	Discuss the communicative differences between specific two- and three-dimensional works of art.	<p>Creativity Builders activities involve the use of traditional 2-D and 3-D media, as well as digital media, to communicate ideas, experiences, and stories. Students then evaluate their own and others' artworks in collaborative pre- and post-doART / Creativity Builder class discussions.</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.68.H.1.1	Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.	<p>Through Creativity Express, students explore how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art and influence visual characteristics. This gives the students a foundation for being able to describe and analyze these influences on the meaning of specific artworks. Examples:</p> <p>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.</p> <p>L#9 Portraits:</p> <p>Timeline- The effect of the various stages of photography on portraiture.</p> <p>L#11 Time: Throughout time and across cultures, artists' creations reflect where and when they lived.</p> <p>L#12 Eyes: The ideas various civilizations and cultures had about eyes have influenced how artists have depicted eyes in their artworks.</p>
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.	<p>L#14 Museum: Students are taught to show appreciation, respect and proper behavior when viewing artwork as well as 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> <p>L#10 Movement: During the course of the module Tickles, 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>VA.68.H.1.3</p>	<p>Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.</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 agoL#</p> <p>L#9-Portraits: A timeline shows styles of portraiture from different times and cultures.</p> <p>L#11-Time: View Cubist, Surrealist and Impressionist paintings and discusses why they were shocking to the public at the time they were created.</p> <p>L#13-Shape and Form: Native American cliff art; photo of an American southwest-style church- Taos, New Mexico</p> <p>L#16-Inspiration: Compares the artworks of artists from different time periods and cultures who were friends and/or who influenced each other.</p> <p>Artist Cards and Gallery of Art give more specific cultural and historical background information on a variety of artists and artworks.</p>
<p>VA.68.H.1.4</p>	<p>Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.</p>	<p>Examples of individual experiences behind some specific artworks in Creativity Express:</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>L#16 Inspiration: Artists are influenced by other artists of their time and culture, or by other times and cultures. Understanding this influence helps to understand their artwork. For example, how many European artists were influenced by Japanese art and artists.</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.68.H.2.1	Describe how previous cultural trends have led to the development of new art styles.	<p>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.</p> <p>L#9 Portraits: Timeline- The effect of the various stages of photography on portraiture.</p> <p>L#11 Time: Throughout time and across cultures, artists' creations reflect where and when they lived.</p> <p>L#12 Eyes: The ideas various civilizations and cultures had about eyes have influenced how artists have depicted eyes in their artworks.</p> <p>L#16 Inspiration: Students see specific examples of how European artists were influenced by Japanese artists.</p>
VA.68.H.2.2	Explain the impact artwork and utilitarian objects have on the human experience.	<p>Students analyze and compare multiple purposes for creating artwork and its impact on the human experience, past and present.</p> <p>L#1 Art as a Language: Art is a universal language for communication and self-expression. In many cultures and for various reasons, symbols were used to communicate ideas.</p> <p>L#2 Messages in Art: In the past, most people could not read, so people were reminded of oral stories through pictures. Art is used to tell a story, convey a message, express emotion and opinion. Art gets people to react, think and discuss.</p> <p>L#5 Color: Use of color in designs for effective advertising.</p> <p>L#9 Portraits: Portraits are used to remember family, record faces/personalities of historical figures, influence public opinion. Historical portraits reveal clues as to its time period and the story of the person depicted.</p> <p>L#10 Movement: Movement in art is used to communicate the excitement of an experience. Movement in art helps to show people places they have never visited. Movement is used in designs; such as the design for a fast car.</p> <p>L#11-Time: Artists provide a record of the way people lived in different time periods.</p> <p>L#13 Shape and Form: Art and design are used to create a logo for a sports team shirt.</p> <p>L#15 0+1+1+2+3: Artists design ceremonial objects.</p>

<p>VA.68.H.2.3</p>	<p>Describe the rationale for creating, collecting, exhibiting, and owning works of art.</p>	<p>Creativity Express teaches students that there are a variety of purposes behind creating, collecting, exhibiting and owning works of art. Examples: L#1-Art as a Language: Throughout history, people have used symbols to communicate ideas, i.e. for storytelling. 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?" 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 saints and religious figures to inspire church-goers. L#10-Movement: Timeline activity teaches art as a record of the daily life of a time period or culture. 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. L#12-Eyes: Art expresses emotions while also telling a story. L#14-Museums: We can understand history better by examining records from different time periods, including artworks. We can understand and relate to history more easily by seeing it as learning about how people used to live.</p>
<p>VA.68.H.2.4</p>	<p>Explain the purpose of public art in the community.</p>	<p>In addition to VA.68.H.2.3 above: 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#13-Shape and Form: Create a logo for a sports team shirt. 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.</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.68.H.3.1	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.	<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.</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. The Creativity Builders projects also allow for analysis and discussion of created artwork and possible application of learned skills in other non-art areas. Examples:</p> <p>L#7 Warm & Cool Colors CB#13 'Colors in Your Cart': Students select warm and cool colors to make a product design more descriptive and gain an understanding for the reasons behind some of the color choices they see on various products.</p> <p>L#14 Museum CB#27 'Your'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.</p>
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VA.68.H.3.2	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.	<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>
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VA.68.H.3.3	Create imaginative works to include background knowledge or information from other subjects.	<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>L#15 0+1+1+2+3 CB#30 'Get You 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: 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.68.F.1.1	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.	<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 utilizing a variety of media and techniques include:</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> <p>L#16 Inspiration CB#31 'Inspiration': In this lesson, students will get inspiration from a favorite movie, and then they'll design some elements for a movie of their own.</p>

VA.68.F.1.2	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.	<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...". Students learn the technique of making a fresco, and Leonardo daVinci's famous mistake.</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." Which techniques are you more interested in doing, yourself?" - pencils, crayons, paint, digital media, clay?</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#9 Portraits: Learning about an artwork's background, or native environment, helps us to understand its story and meaning.</p> <p>L#11 Time: Topics include 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>In the doArt / Creativity Builder activities, students apply these lessons to their own artistic projects</p>
VA.68.F.1.3	Investigate and describe how technology inspires and affects new applications and adaptations in art.	<p>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.</p> <p>L#9 Portraits: Timeline- The effect of the various stages of photography on portraiture.</p> <p>L#11 Time: Throughout time and across cultures, artists' creations reflect where and when they lived.</p>
VA.68.F.1.4	Use technology skills to create an imaginative and unique work of art.	<p>In the doART / Creativity Builders Lesson Plans students learn to apply media, techniques and processes to create imaginative and unique works of art. A wide variety of traditional and innovative media are suggested for these activities, including the use digital media to create art through digital paint programs.</p>
		<p>Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.</p>

<p>VA.68.F.2.1</p>	<p>Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.</p>	<p>L#16 Inspiration: 'Ready to Learn More': Students are taught the specifics of a variety of art-related careers, many of which have a direct impact their local communities through job creation, innovation, and leisure activities: Architect, Artist, Graphic Designer, Photographer, Animator, and Scientist.</p>
<p>VA.68.F.2.2</p>	<p>Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.</p>	<p>L#16 Inspiration: 'Ready to Learn More': Students are taught the specifics of a variety of art-related careers, many of which have a direct impact their local communities through job creation, innovation, and leisure activities: Architect, Artist, Graphic Designer, Photographer, Animator, and Scientist.</p> <p>L#5 Color: Art is used to design effective logos and banners, etc.</p> <p>L#7- Warm & Cool Colors CB #13 'Colors in Your Cart': Students purposely select and use various warm and cool colors to design a label for a new grocery store product.</p> <p>L#8 Line: Art is used to design effective movie posters.</p> <p>L#13 Shape and Form: Create a logo for a sports team shirt.</p> <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#8 Line: Art is used to design effective movie posters.</p>
<p>VA.68.F.2.3</p>	<p>Identify art careers that have a financial impact on local communities.</p>	<p>L#16 Inspiration: 'Ready to Learn More': Students are taught the specifics of a variety of art-related careers, many of which have a direct impact their local communities through job creation, innovation, and leisure activities: Architect, Artist, Graphic Designer, Photographer, Animator, and Scientist.</p> <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 Museums CB#27 ' You're the Designer': Art and design are used in the creation of a new museum floor plan.</p>

<p>VA.68.F.2.4</p>	<p>Present research on the works of local artists and designers to understand the significance of art in the community.</p>	<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 in the community:</p> <p>L#1 Art as a Language: Art is a universal language and a form of self-expression. Signage is a form of artwork.</p> <p>L#5 Color 'Complementary Color': logos and banners are a form of artwork</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. Portraits and statues may be found in museums as well as other public venues.</p> <p>L#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>VA.68.F.2.5</p>	<p>Create an artist statement to reflect on personal artwork for a portfolio or exhibition.</p>	<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. Students are encouraged to learn from other artists and their experiences. 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 synthesize these ideas and create their own artwork in the doART / Creativity Builders Lesson Plans. Some examples of artwork that emphasize self-expression and the creation of an individual artistic voice:</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>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.</p>

<p>VA.68.F.3.1</p>	<p>Use technology applications through the art-making process to express community or global concerns.</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>L#5 Color 'Complementary Color': Students create an effective logo or banner;</p> <p>L#5 Color CB#10 'Make up a New Holiday': Students create their own logo or sign for a fictional holiday.</p> <p>L# 13 Shape and Form: Students design a logo for a sports team.</p> <p>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.</p>
<p>VA.68.F.3.2</p>	<p>Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.</p>	<p>Students learn that there are multiple purposes for creating art, and methods to identify the intentions of those creating works of art.</p> <p><u>Intention conveyed through effective use of the elements and principles:</u></p> <p>L#4 Value: Students learn that artists make choices about value according to what they want to emphasize, and that emphasis helps convey their intended message or story.</p> <p>L#5 Color: Artists make color choices that have effects on mood and emphasis.</p> <p>L#7 Warm & Cool Colors: Emphasis or a mood can be realized through effective use of warm and cool colors to communicate intended message and story.</p> <p>L#8 Line: Different kinds of line communicate intended meaning through creating a feeling, or through drawing the eye somewhere in an artwork.</p> <p>L#9 Portraits: The choices artists make in portraits show how they feel about the subject.</p> <p><u>Purposes behind specific artworks:</u></p> <p><u>Personal Experience-</u></p> <p>L#7 Warm & Cool Colors: To express feelings: grief at the death of a friend- Picasso's Blue Period.</p> <p><u>Political/social commentary, persuasion:</u></p> <p>L#9 Portraits: To sway public opinion- Portraits and statues of political figures were sometimes exaggerated to make them look more powerful. Symbols were used in portraits to show power, authority or wealth. Social commentary through exaggeration in caricatures- Monet's Petit Pantheon Theatral.</p>

VA.68.F.3.3	Collaborate with peers to complete an art task and develop leadership skills.	<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.68.F.3.4	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.	<p>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.</p>