

**National Visual Arts Standards**  
**Madcap Logic's Creativity Express - Correlations**

**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 Creativity Builder activities are created to reinforce the concepts covered in each lesson.  
 They are designated herein as "[name of lesson] CB#\_."

**GRADES K-4**

<b>Content Standard (numbered)</b>  <b>Achievement Standard (lettered)</b>	<b>Link to Creativity Express</b>	<b>Correlating lesson location(s) in Creativity Express &amp; the focus</b>
<b>1. Understanding and applying media, techniques and processes</b>	<p>It is mainly in the Creativity Builders that students learn to apply media, techniques and processes. However, throughout the program, students are exposed to numerous types of media, techniques and processes.</p> <p>As well, a wide variety of traditional media are suggested for these activities. Students also learn to use digital media to create art through a digital paint program.</p>	<p>This standard applies to the entire <b>Creativity Express</b> program.</p>
	<p>The lessons also provide information on use of media, techniques and processes.</p>	<p><b>L#1-Art as a Language:</b> Learn how a fresco is created.</p> <p><b>L#2-Messages in Art:</b> 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><b>L#3-Emphasis:</b> Understand why and how artists place emphasis on certain parts of their artworks.</p> <p><b>L#4- Value:</b> Learn how and why artists utilize light and dark values in their art.</p> <p><b>L#5-Color:</b> Learn how various colors work together through blending, creating contrast and making new colors.</p> <p><b>L#6-Making Paint:</b> There are different ways to apply different colors of paint with different techniques to interpret the light on a subject.</p> <p><b>L#7-Warm &amp; Cool Colors:</b> 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><b>L#10-Movement:</b> Through use of different techniques, artists (and students) show movement or stillness within their art.</p> <p><b>L#13-Shape and Form:</b> Use shading to make a shape look like a form.</p> <p><b>L#15-0+1+1+2+3:</b> Learn Egyptian and Greek techniques.</p>

<p>1a. Students know the differences between materials, techniques, and processes</p>	<p>From using a variety of media in the Creativity Builders, students learn the differences between art materials, techniques and processes.</p>	<p><b>Some examples:</b></p> <p><b>L#4-Value/ CB#8:</b> Shade a drawing of a shape to show form. Students experiment and discuss the use of various shading techniques to assess their effectiveness in different drawings.</p> <p><b>L#5-Color/ CB#9:</b> Use a variety of color combinations to make images blend in or stand out within their surroundings.</p> <p><b>L#7-Warm &amp; Cool Colors/ CB#13:</b> Use color to emphasize a consumer product. Students design a product and package and discuss how color affects the appeal of the product.</p> <p><b>L#10-Movement/ CB#19:</b> Students discuss the use of marionettes to create active poses in their art.</p> <p><b>L#13-Shape and Form/ CB#26:</b> Create a sculpture from drawings of different views of a subject. Students discuss results obtained by using different materials such as wire, clay or cardboard.</p>
<p>1b. Students describe how different materials, techniques and processes cause different responses</p>		<p>See <b>Creativity Builders</b> ideas above (1a) and below (1c).</p>
<p>1c. Students use different media, techniques and processes to communicate ideas, experiences and stories</p>	<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.</p>	<p><b>Some examples:</b></p> <p><b>L#1-Art as a Language:</b>  <b>CB#1:</b> Create symbols to represent words  <b>CB#2:</b> Use pictures, within a comic book structure, to tell a story.</p> <p><b>L#3-Messages in Art:</b>  <b>CB#3:</b> Create a sign using only images to convey a message.  <b>CB#4:</b> Make a caricature of someone as an animal to show some of their personality traits.</p> <p><b>L#5-Color/ CB#10:</b> Create a logo for a new holiday by utilizing complementary colors.</p> <p><b>L#6-Making Paint/ CB#11:</b> Design and draw a new invention. Then make an image showing your invention in use.</p> <p><b>L#7-Warm &amp; Cool Colors/ CB#14:</b> Design a superhero using colors that best represent his/her superpowers.</p> <p><b>L#8-Line/ CB#16:</b> Use lines to convey emotion.</p> <p><b>L#9-Portraits:</b>  <b>CB#17:</b> Create a portrait of yourself in the future.  <b>CB#18:</b> Construct a mask with emphasis on its features/emotions.</p> <p><b>L#10-Movement/ CB#19:</b> Create action and energy in art.</p> <p><b>L#12-Eyes:</b>  <b>CB#23:</b> Use animated expressions, emphasizing the eyes, to show changes in expression  <b>CB #24:</b> Create various eyes within eyeglasses to convey various emotions.</p> <p><b>L#16-Inspiration/ CB# 31:</b> Design props, lighting and a unique style for movie that you envision.</p>
<p>d. Students use art materials and tools in a safe and responsible manner</p>	<p>Creativity Builders: 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>	<p>This achievement standard applies throughout <b>Creativity Express</b>.</p>

<p><b>2. Using knowledge of structures and functions</b></p>	<p>Students gain knowledge of visual art structures and functions in the Creativity Express lessons.</p> <p>They apply this knowledge in guided art analysis in the interactivities of these sections, as well as in the Creativity Builders activities.</p> <p>As well, students learn about the general functions of art in Creativity Express and in the Creativity Builders.</p>	<p><b>L#1-Art as a Language:</b> 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><b>L#2-Messages in Art:</b> 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><b>L#3-Emphasis:</b> 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><b>L#4-Value:</b> 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><b>L#5-Color:</b> Students learn how different colors work together through blending as well as creation of new colors and contrast.</p> <p><b>L#7-Warm &amp; Cool Colors:</b> 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><b>L#8-Line:</b> Students learn about line/s and how they create emotion/s in art.</p> <p><b>L#9-Portraits:</b> Students understand how portraits reflect an individual's qualities and personality and how they have been used in various cultures throughout time.</p> <p><b>L#10-Movement:</b> This lesson shares how different techniques are used to show movement or stillness within a work of art.</p> <p><b>L#11-Time:</b> Students learn that a function of art can be to capture a moment or moments in time.</p> <p><b>L#13-Shape &amp; Form:</b> Students learn the differences between shape and form as well as how shading and volume affect them both.</p> <p><b>L#15-0+1+1+2+3:</b> Students connect how art and math relate to each other and work together.</p>
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<p>a. <i>Students know the differences among visual characteristics and purposes of art in order to convey ideas</i></p>	<p>1) In Creativity Builders:</p>	<p><b>Some examples:</b></p> <p><b>L#1-Art as a Language/ CB#2:</b> Students create a comic book with just pictures to tell a story.</p> <p><b>L#2-Messages in Art:</b>  <b>CB#3:</b> Students make a warning sign using only images to convey a message.  <b>CB#4:</b> Students draw a caricature of someone as an animal to reveal some of their personality traits.</p> <p><b>L#3-Emphasis/ CB#5:</b> Students create a movie poster using different techniques (color, value and contrast), to emphasize different elements within the poster.</p> <p><b>L#4-Value/ CB#7:</b> Students will cover a black and white image with colorful dots while maintaining the underlying values in the new image.</p> <p><b>L#5-Color/ CB#10:</b> Students use complementary colors to design a logo or sign for a holiday.</p> <p><b>L#7-Warm &amp; Cool Colors/ CB#13:</b> Students use warm and cool colors to describe a product by creating a package design.</p> <p><b>L#8-Line/ CB#16:</b> Students use different kinds of lines to create emotions in a character drawing.</p> <p><b>L#10-Movement/ CB# 19:</b> Students create marionettes in order to add motion to their artwork.</p> <p><b>L#12-Eyes/ CB#23:</b> Students design a face with changeable eyes to see and show how they affect the facial expressions.</p> <p><b>L#13-Shape &amp; Form/ CB# 25:</b> Students build an origami frog to demonstrate how a shape can turn into a form.</p> <p><b>L#15-0+1+1+2+3/ CB# 30:</b> Students make multiple measuring sticks to help recognize proportions in the things that they draw.</p>
	<p>2) Know differences among purposes of art.</p> <p>General Purposes:</p>	<p><b>Some examples:</b></p> <p><b>L#1-Art as a Language:</b> Throughout history, people have used symbols to communicate ideas, i.e. for storytelling.</p> <p><b>L#2-Messages in Art:</b> 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><b>L#9-Portraits:</b> 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><b>L#10-Movement:</b> Timeline activity teaches art as a record of the daily life of a time period or culture.</p> <p><b>L#11-Time:</b> 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><b>L#12-Eyes:</b> Art expresses emotions while also telling a story.</p>

	<p>3) Examining purposes for specific artworks:</p>	<p><b>Some examples:</b></p> <p><b>L#1-Art as a Language:</b> Throughout history, symbols have been used to communicate ideas; they provided a shared language. Specific artworks include: The Last Supper by DaVinci</p> <p><b>L#2-Messages in Art:</b> 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><b>L#3-Emphasis:</b> 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><b>L#7-Warm &amp; Cool Colors:</b> 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><b>L#9-Portraits:</b> 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><b>L#11-Time:</b> Art can capture moments in time as well as show changes throughout history. This lesson includes multiple artworks representing various time periods.</p> <p><b>L#13-Shape and Form:</b> Religious inspiration through one of the most memorable poses in art history; Michelangelo's "The Creation of Adam," from the Sistine Ceiling.</p> <p><b>L#15-0+1+1+2+3:</b> Math and art go hand in hand. This lessons shows how these two areas connect through historical works and present day applications.</p>
<p><i>b. Students describe how different expressive features and organizational principles cause different responses</i></p>		<p><b>Some examples:</b></p> <p><b>L#2-Messages in Art:</b> 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><b>L#3-Emphasis:</b> 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><b>L#5-Color:</b> An artist uses color contrast for emphasis- to get people to notice an object or a part of the artwork.</p> <p><b>L#7-Warm &amp; Cool Colors:</b> Artists use warm and cool colors to express different emotions and to make objects advance or recede in an image.</p> <p><b>L#8-Line:</b> Artists use line and structure to draw the viewer's eye to an area in their artwork.</p> <p><b>L#9-Portraits:</b> Artists use props as symbolic objects to tell the viewer more about the person depicted.</p> <p><b>L#12-Eyes:</b> 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>c. <i>Students use visual structures and functions of art to communicate ideas.</i></p>	<p>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.</p>	<p><b>Some examples:</b></p> <p><b>L#1- Art as a Language:</b>  <b>CB#1:</b> Create a new language by using symbols in place of words to communicate ideas.  <b>CB#2:</b> Make a wordless comic and/or comic book, in one frame or multiple frames, to tell a story.</p> <p><b>L#2-Messages in Art/ CB#3:</b> Design a sign using only images, no words, to convey a message.</p> <p><b>L#3-Emphasis:</b>  <b>CB#5 and CB#6:</b> Create a movie poster and/or bug rock band and place emphasis on specific parts of the artworks while de-emphasizing other parts.</p> <p><b>L#7-Warm &amp; Cool Colors/ CB#14:</b> Design a superhero using colors that best represent their super power/s.</p> <p><b>L#8-Line/ CB#16:</b> Explore the function of art as a way to convey an emotion by creating a story with lines that create emotion.</p> <p><b>L#10-Movement/CB#20:</b> Draw "inbetweens" or the animation poses that fit in between two other key poses.</p> <p><b>L#12-Eyes/ CB#23:</b> Explore the function of art as a way to convey an emotion by exploring how eyes show various feelings.</p> <p><b>L#15-0+1+1+2+3/CB#29:</b> Combine art and math by using a grid structure to copy a picture.</p> <p><b>L#16-Inspiration/CB#32:</b> Students experiment with different elements of art (color, line, medium) to express their own style of art.</p>
	<p>The Creativity Express lessons consistently encourage students to apply the elements and principles to their own art for effective visual communication.</p>	<p><b>Some examples:</b></p> <p><b>L#1-Art as a Language:</b> What do I say with my own art? How do I want to say it? Relax, explore, make choices, make mistakes, learn and improve.</p> <p><b>L#3-Emphasis:</b> "Over the next year we'll be talking about the ways YOU can use contrast in order to show emphasis."</p> <p><b>L#5-Color:</b> Students learn how to use the color wheel and mix colors.</p> <p><b>L#6-Making Paint:</b> Students use an exercise to make paint from various sources of pigment, mixtures and techniques, and choose a binder to make a color palette of tempera and oil paints.</p> <p><b>L#7-Warm &amp; Cool Colors:</b> "You can use warm and cool colors to make things look near or far in your own artwork."</p> <p><b>L#8-Line:</b> "Explore other ways to use lines in YOUR artwork." "Using the right lines can really help us tell our story."</p>

<p><b>3. Choosing and evaluating a range of subject matter, symbols, and ideas</b></p>	<p>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.</p> <p>Some of the Creativity Builders that best fit this standard are in the next column:</p>	<p><b>L#1-Art as a Language:</b>  <b>CB#1:</b> Students create their own language or "code" by using symbols for words and interpret each other's symbols.  <b>CB#2:</b> Students use the language of art to create a story with a beginning, middle and end.</p> <p><b>L#2-Messages in Art/ CB#3:</b> Students design a sign that conveys its message without any words.</p> <p><b>L#3-Emphasis:</b>  <b>CB#5:</b> Students create a movie poster and then three different versions of that poster emphasizing a different element in each version: the movie's hero, villain and title.  <b>CB#6:</b> Students design an artwork with three elements, and give one of the elements more emphasis than the other two.</p> <p><b>L#4-Value/ CB#8:</b> Students not only chose a subject, but they also try out three techniques while using this subject: hatching, blending and stippling.</p> <p><b>L#5-Color:</b>  <b>CB#9:</b> Students color a chameleon to either blend in or stand out, using appropriate colors to accomplish their goals.  <b>CB#10:</b> Students create their own logo or sign for a fictional holiday. They are constructing this visual imagery to communicate a message.</p> <p><b>L#6-Making Paint/ CB#12:</b> Students design an Egyptian sarcophagus using pictures and symbols to depict the life of a pharaoh.</p> <p><b>L#7-Warm &amp; Cool Colors/ CB#14:</b> Students learn that many personalities are associated with colors. They will design a new superhero and apply warm and cool colors to the various personalities and abilities of their superhero.</p> <p><b>L#8-Line/ CB#16:</b> Students create an interesting situation for a fictional character and assign an appropriate emotion/s to the character through use of lines.</p> <p><b>L#12-Eyes/CB#23 &amp; CB#24:</b> Students create and use various eye shapes and facial expressions to convey different emotions.</p> <p><b>L#14-Museums/CB#27:</b> Students develop an idea for a new museum and design a floor plan that shows the location and installation of all their "exhibits."</p> <p><b>L#16-Inspiration/ CB#32:</b> Students create an original work of art in their own unique style.</p>
<p><i>a. Students explore and understand prospective content for works of art</i></p>		<p><b>Specific examples:</b></p> <p><b>L#1-Art as a Language/CB#2:</b> Students create a comic book, telling a story with just pictures.</p> <p><b>L#3-Emphasis/CB#5:</b> Students use color contrast to create emphasis.</p> <p><b>L#6-Making Paint/CB#12:</b> Students create a sarcophagus using symbols and pictures to represent a pharaoh's life.</p> <p><b>L#7-Warm &amp; Cool Colors/CB #13:</b> Students purposely select and use various warm and cool colors to design a label for a new grocery store product.</p> <p><b>L#9-Portraits/CB #17:</b> Students create a self-portrait of themselves in the future using any characters, symbols and elements they please.</p> <p><b>L#10-Movement/CB#19:</b> Students use marionette models to add movement and action to artworks.</p> <p><b>L#11-Time/CB#21:</b> Students use an existing work of art as a design source and then update it with modern-day elements.</p> <p><b>L#13-Shape and Form/CB#26:</b> Students create a sculpture (a form) from flat drawings (a shape).</p> <p><b>L#14-Museums/CB#28:</b> Students copy a master work, but make small changes to personalize it.</p>

<p><i>b. Students select and use subject matter, symbols, and ideas to communicate meaning</i></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.</p>	<p><b>*See above columns-3 and 3a*</b></p>
<p><b>4. Understanding the visual arts in relation to history and cultures</b></p>		<p><b>Some examples:</b></p> <p><b>L#2-Messages in Art:</b> In the past, most people could not read, so people were reminded of oral stories through pictures.</p> <p><b>L#6-Making Paint:</b> 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><b>L#9-Portraits:</b> Portraits reflect the time periods and cultures in which they were created. Students look for historical clues in portraits.</p> <p><b>L#10-Movement:</b> People have created art since early man. The Timeline shows examples and puts them in broad historical perspective.</p> <p><b>L#11-Time:</b> Artists' creations reflect the culture and time period in which they lived.</p> <p><b>L#12-Eyes:</b> 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><b>L#15-0+1+1+2+3:</b> Artists throughout history have discovered and made use of connections between math, nature, and art.</p>
<p><i>a. Students know that the visual arts have both a history and specific relationships to various cultures</i></p>	<p>1) History:</p>	<p><b>Some examples:</b></p> <p><b>L#6-Making Paint:</b> 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><b>L#10-Movement: Timeline -</b> Artworks from different time periods and cultures show movement: from cave paintings to car design.</p> <p><b>L#11-Time:</b> Throughout time and across cultures, artists' creations reflect when, where and how they lived.</p>
	<p>2) Cultures: Various cultures are highlighted and discussed throughout the program. Even more, "The Art Gallery" and the "Artist Cards" give more specific cultural and time period information about the artworks.</p>	<p><b>Some examples:</b></p> <p><b>L#2-Messages in Art:</b> "The Dutch pretty much invented landscape painting."</p> <p><b>L#12-Eyes:</b> Students compare art that depicts eyes from various civilizations.</p> <p><b>L#16-Inspiration:</b> Students learn about Japanese influence on European art.</p>
	<p>3) Students explore art movements in many lesson modules, but especially in <b>Making Paint, Time and Inspiration.</b></p>	<p><b>L#6-Making Paint</b></p> <p><b>L#11-Time</b></p> <p><b>L#16-Inspiration</b></p>

<p><i>b. Students identify specific works of art as belonging to particular cultures, times and places</i></p>	<p>Throughout Creativity Express, students are exposed to artworks from many different cultures, times and places.</p> <p>"The Art Gallery" and the "Artist Cards" give more specific cultural and time period information about the artworks.</p>	<p><b>L#2-Messages in Art:</b> Michelangelo, Sistine Chapel. In 1512, most people couldn't read and were reminded of oral stories through pictures. Dutch landscapes show national pride.</p> <p><b>L#3-Emphasis:</b> Claude Monet's "Arrival of the Normandy Train" is used to explain that trains were a new invention at the time.</p> <p><b>L#6-Making Paint:</b> Timeline shows one subject, a horse, depicted in the styles of various time periods; the oldest being a cave painting.</p> <p><b>L#12-Eyes:</b> Shows artworks from Egypt, Greece, Rome, Japan, Tibet, Africa, Native North America, Mayan civilization, India, France, Netherlands.</p> <p><b>L#13-Shape and Form:</b> Shows Native American cliff art and Taos, New Mexico church architecture.</p> <p><b>L#15-0+1+1+2+3:</b> In this lesson, students view specific artworks from various time periods and cultures in which the artists used math.</p> <p><b>L#16-Inspiration:</b> Students see specific examples of how European artists were influenced by Japanese artists.</p>
<p><i>c. Students demonstrate how history, culture and the visual arts can influence each other in making and studying works of art</i></p>	<p>1) In the lessons:</p>	<p><b>Creativity Express</b> exposes students to art from many different cultures and expands on how art reflects cultural values in various traditions.</p> <p><b>Some examples:</b></p> <p><b>L#2-Messages in Art:</b> Michelangelo, Sistine Chapel. In 1512, most people couldn't read and were reminded of oral stories through pictures. Dutch landscapes show national pride.</p> <p><b>L#3-Emphasis:</b> Claude Monet's "Arrival of the Normandy Train" is used to explain that trains were a new invention at the time.</p> <p><b>L#6-Making Paint:</b> Students explore the history of paint in different cultures and time periods, and the influence that it had on what and how artists painted. The invention of paint tubes changed where, how and what artists paint.</p> <p><b>L#9-Portraits:</b> Portraits are influenced by the time periods and cultures in which they were created.</p> <p><b>L#11-Time:</b> Artists' creations are influenced by where, when and how they live.</p> <p><b>L#12-Eyes:</b> Shows artworks from Egypt, Greece, Rome, Japan, Tibet, Africa, Native North America, Mayan civilization, India, France, Netherlands.</p> <p><b>L#13-Shape and Form:</b> Shows Native American cliff art and Taos, New Mexico church architecture.</p> <p><b>L#15-0+1+1+2+3:</b> In this lesson, students view specific artworks from various time periods and cultures in which the artists used math.</p> <p><b>L#16-Inspiration:</b> 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>2) In the Creativity Builders, students explore the concept that their culture and time period affect their own artworks.</p>	<p><b>Some examples:</b></p> <p><b>L#5-Color/CB#10:</b> Students make up a new holiday and create a logo to represent this day.</p> <p><b>L#9-Portraits/CB#17:</b> After reviewing symbolism and other visual cues in classic portraits, students create a self-portrait of themselves in the future.</p> <p><b>L#11-Time/CB#22:</b> 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><b>L#16-Inspiration/CB#32:</b> 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><b>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</b></p>	<p>In all of the Creativity Builders, students are encouraged to share and compare their uses of color, medium and design to better understand the effectiveness of their choices.</p>	<p><b>Some examples:</b></p> <p><b>L#2-Messages in Art/CB#3:</b> 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><b>L#5-Color/CB#9:</b> 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><b>L#7-Warm &amp; Cool Colors/CB#13:</b> 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><b>L#9-Portraits/CB#17:</b> 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><i>a. Students understand there are various purposes for creating works of visual art</i></p>		<p><b>L#1-Art as a Language:</b> Art is a universal language for communication and self-expression.</p> <p><b>L#2-Messages in Art:</b> Art is used to tell a story, convey a message, express emotion and opinion. Art gets people to react, think and discuss.</p> <p><b>L#5-Color:</b> Use of color in designs for effective advertising.</p> <p><b>L#8-Line:</b> Use of lines in design. Students work with lines in a movie poster.</p> <p><b>L#9-Portraits:</b> Portraits are used to remember family, record faces/ personalities of historical figures, influence public opinion.</p> <p><b>L#10-Movement:</b> Use movement in art 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><b>L#11-Time:</b> Artists provide a record of the way people lived in different time periods.</p> <p><b>L#13-Shape and Form:</b> Create a logo for a sports team shirt.</p> <p><b>L#15-0+1+1+2+3:</b> Artists design ceremonial objects. As well, art and math go hand in hand to represent certain ideas.</p>

<p><i>b. Students describe how people's experiences influence the development of specific artworks</i></p>		<p>Throughout <b>Creativity Express</b>, this achievement standard is represented. Examples of individual experiences behind some specific artworks in Creativity Express:</p> <p><b>L#3-Emphasis:</b> Claude Monet's historical experience and personal fascination with trains influenced the themes of his artworks.</p> <p><b>L#6-Making Paint:</b> 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><b>L#7-Warm &amp; Cool Colors:</b> Picasso's Blue Period reflected his personal experience of grief.</p> <p><b>L#9-Portraits:</b> Rembrandt's self-portraits reflected what he'd experienced at different stages of his life.</p> <p><b>L#13-Shape and Form:</b> Michelangelo's "The Creation of Adam" due to religious influences</p> <p>In general, influences from personal experience:  <b>L#1-Art as a Language</b>  <b>L#2-Messages in Art</b>  <b>L#6-Making Paint</b>  <b>L#9-Portraits</b>  <b>L#10-Movement</b>  <b>L#11-Time</b></p>
<p><i>c. Students understand there are different responses to specific artworks</i></p>	<p>Art elicits a variety of responses:</p>	<p><b>Examples:</b></p> <p><b>L#2-Messages in Art:</b> 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.</p> <p><b>L#7-Warm &amp; Cool Colors:</b> Feelings about color can be a little different for everyone, so people can respond differently to it in art.</p>

<p><b>6. Making connections between visual arts and other disciplines</b></p>	<p>Connections across content areas within the lessons:</p>	<p><b>L#1-Art as a Language:</b>  <b>Medical Science:</b> DaVinci's detailed and realistic drawings/studies of human bodies benefited medical science and art  <b>Math:</b> DaVinci was fascinated with measurements in nature and he used these mathematical proportions in his art.  <b>History:</b> There were no electric lights in Italy 500 years ago.</p> <p><b>L#2-Messages in Art:</b>  <b>History:</b> 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.  <b>American History:</b> The origin of the image of George Washington on the dollar bill.</p> <p><b>L#3-Emphasis:</b>  <b>History:</b> Claude Monet was fascinated with trains because train travel was new when he was alive.</p> <p><b>L#6-Making Paint:</b>  <b>Science &amp; History:</b> 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.  <b>Chemistry:</b> Mixing paints</p> <p><b>L#9-Portraits:</b>  <b>History:</b> 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><b>L#10-Movement:</b>  Artworks that portray movement are shown in the context of a broad, simplified historical timeline.</p> <p><b>L#11-Time:</b>  <b>History:</b> Looking at art is a great way to discover how people lived, dressed, etc., in other time periods &amp; cultures.</p> <p><b>L#12-Eyes:</b>  <b>History:</b> Shows how artists have depicted eyes throughout history.</p> <p><b>L#14-Museums:</b>  <b>History:</b> Museums are a link to human history. Lesson covers the history of museums.</p>
	<p>Connections across content areas within Creativity Builders:</p>	<p><b>Art as a Language: CB#2-</b> Language Arts/History - 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><b>Making Paint: CB#11-</b> Social Studies/Science - 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><b>Line: CB#16-</b> Language Arts - 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><b>Time: CB#21-</b> History - 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><b>0+1+1+2+3:</b>  <b>CB#29- Math-</b> Students use a math-based grid to copy an image from a magazine or other source.</p> <p><b>CB#30- Math-</b> 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>a. Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines</p>		<p><b>Language Arts:</b>  <b>L#1- Art as a Language:</b> Using descriptive words to analyze artworks.</p> <p><b>Science:</b>  <b>L#1-Art as a Language:</b> Observation, exploration, risk and invention - Leonardo DaVinci is a good example.</p> <p><b>Math:</b>  <b>L#15-0+1+1+2+3:</b> Use mathematically sound/accurate proportions and patterns found in nature to create beauty in art.</p> <p><b>Music:</b>  <b>L#5-Color:</b> Similar spatial relationships in art and in color; harmony and discord in color.</p> <p><b>Dance:</b>  <b>L#10-Movement:</b> Movement in art and dance are shown by line shape and direction.</p> <p><b>History:</b>  <b>L # 11-Time and L #14-Museums:</b> We can understand history better by</p>
<p>b. Students identify connections between the visual arts and other disciplines in the curriculum</p>	<p>Connections across content areas within the lessons:</p>	<p><b>L#1-Art as a Language:</b>  <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.</p> <p><b>L#2-Messages in Art:</b>  <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.</p> <p><b>L#3-Emphasis:</b>  <u>History-</u> Claude Monet was fascinated with trains because train travel was new when he was alive.</p> <p><b>L#6-Making Paint:</b>  <u>Science &amp; 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</p> <p><b>L#9-Portraits:</b>  <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><b>L#10-Movement:</b>  Artworks that portray movement are shown in the context of a broad, simplified <u>historical</u> timeline.</p> <p><b>L#11-Time:</b>  <u>History-</u> Looking at art is a great way to discover how people lived, dressed, etc., in other time periods and cultures.</p> <p><b>L#12-Eyes:</b>  <u>History-</u> Shows how artists have depicted eyes throughout history.</p> <p><b>L#14-Museums:</b>  Museums are a link to human <u>history</u>.  This lesson covers the history of museums.</p>

	<p>Connections across content areas within <u>Creativity Builders</u>:</p>	<p><b>Art as a Language: CB#2- Language Arts/History:</b> 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><b>Making Paint: CB#11- Social Studies/Science:</b> 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><b>Line: CB#16- Language Arts:</b> 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><b>Time: CB#21- History:</b> 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><b>0+1+1+2+3:</b>  <b>CB#29- Math:</b> Students use a math-based grid to copy an image from a magazine or other source.  <b>CB#30- Math:</b> 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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## GRADES 5-8

<p>Content Standard (numbered)  <i>Achievement Standard (lettered)</i></p>	<p>Link to Creativity Express</p>	<p>Correlating lesson location(s) in Creativity Express &amp; the focus</p>
<p><b>1) Understanding and applying media, techniques and processes</b></p>	<p>1) It is mainly in the Creativity Builders that students learn to apply media, techniques and processes. However, throughout the program, students are exposed to numerous types of media, techniques and processes.</p> <p>A wide variety of traditional media are suggested for these activities. In addition, students also learn to use digital media to create art through a digital paint program.</p>	<p>This standard applies to the entire <b>Creativity Express</b> program.</p>

	<p>2) The lessons also provide information on use of media, techniques and processes.</p>	<p><b>L#1-Art as a Language:</b> Learn how a fresco is created.</p> <p><b>L#2-Messages in Art:</b> 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><b>L#3-Emphasis:</b> Understand why and how artists place emphasis on certain parts of their artworks.</p> <p><b>L#4- Value:</b> Learn how and why artists utilize light and dark values in their art.</p> <p><b>L#5-Color:</b> Learn how various colors work together through blending, creating contrast and making new colors.</p> <p><b>L#6-Making Paint:</b> There are different ways to apply different colors of paint with different techniques to interpret the light on a subject.</p> <p><b>L#7-Warm &amp; Cool Colors:</b> 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><b>L#10-Movement:</b> Through use of different techniques, artists (and students) show movement or stillness within their art.</p> <p><b>L#13-Shape and Form:</b> Use shading to make a shape look like a form.</p> <p><b>L#15-0+1+1+2+3:</b> Learn Egyptian and Greek techniques.</p>
<p><i>a. Students select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices</i></p>	<p>1) In the lessons:</p>	<p><b>L#4-Value/CB#8:</b> Shade a drawing of a shape to show form. Students experiment and discuss the use of various shading techniques to assess their effectiveness in different drawings.</p> <p><b>L#8-Warm &amp; Cool Colors/CB#13:</b> Use color to emphasize a consumer product. Students design a product and package and discuss how color affects the appeal of the product.</p> <p><b>L#10-Movement/CB#19:</b> Students discuss the use of marionettes to create active poses in their art.</p> <p><b>L#13-Shape and Form/CB#26:</b> Create a sculpture from drawings of different views of a subject. Students discuss results obtained by using different materials such as wire, clay or cardboard.</p>
	<p>2) The lessons also provide information on use of media, techniques and processes.</p>	<p><b>L#1-Art as a Language:</b> Learn how a fresco is created.</p> <p><b>L#2-Messages in Art:</b> 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><b>L#3-Emphasis:</b> Understand why and how artists place emphasis on certain parts of their artworks.</p> <p><b>L#4- Value:</b> Learn how and why artists utilize light and dark values in their art.</p> <p><b>L#5-Color:</b> Learn how various colors work together through blending, creating contrast and making new colors.</p> <p><b>L#6-Making Paint:</b> There are different ways to apply different colors of paint with different techniques to interpret the light on a subject.</p> <p><b>L#7-Warm &amp; Cool Colors:</b> 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><b>L#10-Movement:</b> Through use of different techniques, artists (and students) show movement or stillness within their art.</p> <p><b>L#13-Shape and Form:</b> Use shading to make a shape look like a form.</p> <p><b>L#15-0+1+1+2+3:</b> Learn Egyptian and Greek techniques.</p>

*b. Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas*

Throughout the **Creativity Builders**, students experiment with many different kinds of media, techniques and processes, and are encouraged to keep in mind the types of media and processes that enhance communication.

**Some examples:**

**L#1-Art as a Language:**

**CB#1: Create symbols to represent words**

**CB#2: Use pictures, within a comic book structure, to tell a story.**

**L#2-Messages in Art/CB#3: Create a sign using only images to convey a message.**

**L#3-Emphasis/CB#5: Choose color combinations that emphasize or de-emphasize elements in a movie poster.**

**L#4-Value/CB#8: Choose shading technique and medium that best show lighting and form.**

**L#5-Color/ CB#10: Choose color medium, (paint, colored pencils, construction paper, etc.), to use complementary colors to design a new holiday's logo.**

**L#6-Making Paint/ CB#11: Design and draw a new invention. Then make an image showing your invention in use.**

**L#7-Warm & Cool Colors/ CB#14: Design a superhero using colors that best represent his/her superpowers.**

**L#8-Line/ CB#16: Use lines to convey emotion.**

**L#9-Portraits:**

**CB#17: Create a portrait of yourself in the future.**

**L#12-Eyes:**

**CB#23:**

**Use animated expressions, emphasizing the eyes, to show changes in expression**

**CB #24:**

**Create various eyes within eyeglasses to convey various emotions.**

**L#16-Inspiration/ CB# 31:**

**Design props, lighting and a unique style for movie that you envision.**

<p><b>2. Using knowledge of structures and functions</b></p>	<p>Students gain knowledge of visual art structures and functions in the Creativity Express lessons.</p> <p>They apply this knowledge in guided art analysis in the interactivities of these sections, as well as in the Creativity Builders activities.</p> <p>Students learn about the general functions of art in Creativity Express and in the Creativity Builders.</p>	<p><b>L#1-Art as a Language:</b> 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><b>L#2-Messages in Art:</b> 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><b>L#3-Emphasis:</b> 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><b>L#4-Value:</b> 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><b>L#5-Color:</b> Students learn how different colors work together through blending as well as creation of new colors and contrast.</p> <p><b>L#7-Warm &amp; Cool Colors:</b> 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><b>L#8-Line:</b> Students learn about line/s and how they create emotion/s in art.</p> <p><b>L#9-Portraits:</b> Students understand how portraits reflect an individual's qualities and personality and how they have been used in various cultures throughout time.</p> <p><b>L#10-Movement:</b> This lesson shares how different techniques are used to show movement or stillness within a work of art.</p> <p><b>L#11-Time:</b> Students learn that a function of art can be to capture a moment or moments in time.</p> <p><b>L#13-Shape &amp; Form:</b> Students learn the differences between shape and form as well as how shading and volume affect them both.</p> <p><b>L#15-0+1+1+2+3:</b> Students connect how art and math relate to each other and work together.</p>
<p><i>a. Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work</i></p>	<p>1) The effects of various structures and functions of art are taught throughout Creativity Express.</p> <p>The lessons show that these structures and functions work together and are not isolated concepts.</p>	<p><b>L#1-Art as a Language</b></p> <p><b>L#2-Messages in Art</b></p> <p><b>L#3-Emphasis</b></p> <p><b>L#4-Value</b></p> <p><b>L#5-Color</b></p> <p><b>L#7-Warm &amp; Cool Colors</b></p> <p><b>L#8-Line</b></p> <p><b>L#10-Movement</b></p> <p><b>L#13-Shape and Form</b></p> <p><b>L#15-0+1+1+2+3</b></p>

	<p>2) In the Creativity Builders, students generalize about the effects of visual structures and functions, learning that their choices have outcomes.</p> <p>Then, students reflect upon the effects of these structures in their own artworks in "My Portfolio."</p>	<p><b>Some Examples:</b></p> <p><b>L#3-Emphasis/CB#5:</b> Students design a movie poster, using color and value to change the emphasis from one element on the poster to another in three different examples, and compare the results of each.</p> <p><b>L#4-Value/CB#8:</b> Students experiment with various shading techniques to bring drawings from simple shapes into forms with substance. Students discuss the effect of the various techniques when done.</p> <p><b>L#5-Color/CB#10:</b> Students use complementary colors to create a logo for a new holiday.</p> <p><b>L#7-Warm &amp; Cool Colors/CB#13:</b> Students design product packaging for real or imagined products and discuss the effectiveness of their color choices in reflecting characteristics of the product or its prominence on a store shelf.</p> <p><b>L#8-Line/CB#16:</b> Students use different kinds of lines to show emotions of a character in a story, and explain their choice of lines for each emotion represented.</p> <p><b>L#11-Eyes/CB#23:</b> Students explore the function of art as a way to convey an emotion by exploring how eyes convey emotion.</p>
<p><i>b. Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas</i></p> <p>***</p>	<p>In the Creativity Builders, students communicate ideas using organizational principles, and discuss with their class what makes them effective or ineffective for communicating ideas.</p>	<p><b>Some examples:</b></p> <p><b>L#1-Art as a Language/ CB#2:</b> 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><b>L#6-Making Paint/ CB#12:</b> 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><b>L#13-Shape and Form/ CB#26:</b> 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><i>c. Students select and use the qualities of structures and functions of art to improve communication of their ideas</i></p>	<p>1) 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 communication of ideas.</p>	<p><b>Some examples:</b></p> <p><b>L#1-Art as a Language/ CB#2:</b> 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><b>L#10-Movement/ CB#19:</b> Students create movement in their artworks and discuss the effectiveness of their techniques.</p> <p><b>L#11-Time/ CB#21:</b> 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><b>L#13-Shape and Form/ CB#26:</b> Students create a sculpture from a drawn shape, and discuss the elements used and their effectiveness.</p>

2) The Creativity Express lessons consistently encourage students to apply the elements and principles to their own art, to improve communication.

**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#3-Emphasis:** Over the next year we'll be talking about the ways YOU can use Contrast in order to show emphasis. Challenge Intro - Asking "where do your eyes go?" and learning how to lead the eye to the right places will teach students just about everything they need to know about looking at and creating their own 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!"

**L#5-Color:** "We'll learn about Analogous and Complementary colors, but best of all, we'll teach you how to mix colors on the computer... and with real paint too!"

**L#7-Warm & Cool Colors:** Students are encouraged to apply the methods they're learning into their own artwork: "You can use warm and cool colors to make things look near or far in your own artwork."

**L#8-Line:** Using the right lines helps us tell our story. Pay close attention to the way that the style of the lines reflects your ideas. "Every time you start on something new, you'll have to decide what kinds of line to use... and how you want them to look when you're finished. It's fun when you put a little thought into it." "You can see how these two artists used lines in unique ways to emphasize different things in their paintings. You can make the same choices in your own art!"

**3. Choosing and evaluating a range of subject matter, symbols, and ideas**

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.

**L#1-Art as a Language:**

**CB#1:** Students create their own language or "code" by using symbols for words and interpret each other's symbols.

**CB#2:** Students use the language of art to create a story with a beginning, middle and end.

**L#2-Messages in Art/ CB#3:** Students design a sign that conveys its message without any words.

**L#3-Emphasis:**

**CB#5:** Students create a movie poster and then three different versions of that poster emphasizing a different element in each version: the movie's hero, villain and title.

**CB#6:** Students design an artwork with three elements, and give one of the elements more emphasis than the other two.

**L#4-Value/ CB#8:** 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:** Students color a chameleon to either blend in or stand out, using appropriate colors to accomplish their goals.

**CB#10:** Students create their own logo or sign for a fictional holiday. They are constructing this visual imagery to communicate a message.

**L#6-Making Paint/ CB#12:** Students design an Egyptian sarcophagus using pictures and symbols to depict the life of a pharaoh.

**L#7-Warm & Cool Colors/ CB#14:** Students learn that many personalities are associated with colors. They will design a new superhero and apply warm and cool colors to the various personalities and abilities of their superhero.

**L#8-Line/ CB#16:** Students create an interesting situation for a fictional character and assign an appropriate emotion/s to the character through use of lines.

**L#12-Eyes/CB#23 & CB#24:** Students create and use various eye shapes and facial expressions to convey different emotions.

**L#14-Museums/CB#27:** Students develop an idea for a new museum and design a floor plan that shows the location and installation of all their "exhibits."

**L#16-Inspiration/ CB#32:** Students create an original work of art in their own unique style.

<p><i>a. Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks</i></p>	<p>In the Creativity Builders activities, students communicate ideas using the elements of art and principles of design, which they learn about extensively in Creativity Express.</p>	<p><b>Visual:</b>  <b>L#3-Emphasis/ CB#5:</b> Students use color contrast to create emphasis in a movie poster  <b>L#5-Color/ CB#10:</b> Students use complementary colors to make a holiday poster.</p> <p><b>Spatial:</b>  <b>L#13-Shape and Form/ CB#25:</b> Students make a three dimensional shape, (an origami frog), from a flat piece of paper.  <b>L#15-0+1+1+2+3:</b>  <b>CB#29:</b> 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.  <b>CB#30:</b> Students learn to use tools to help them accurately portray proportions in their art.</p> <p><b>Temporal:</b>  <b>L#9-Portraits/ CB#17:</b> Students prepare a portrait of themselves in the future.</p> <p><b>L#10-Movement:</b> Consider the relationship of movement in a static artwork to the concept of the passage of time in the artwork's "story."  <b>L#10-Movement/ CB#20:</b> 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><b>L#11-Time/ CB#31:</b> Students change an existing work of art with modern elements and discuss the results.</p>
<p><i>b. Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.</i></p>	<p>This pertains to each of the 16 lessons.</p> <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>The Creativity Express curriculum empowers students to use aesthetic tools for communicating meaning in conjunction with subjects, themes, or symbols.</p>	<p>Throughout <b>Creativity Express</b>, this achievement standard can be found. Examples:</p> <p><b>L#1-Art as a Language:</b> 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><b>L#9-Portraits:</b> If they are to create a portrait, they do that with the understanding of why humans have created portraits in the past, and why the student might want to create one in the present.</p>

<p><b>4. Understanding the visual arts in relation to history and cultures</b></p>		<p><b>Some examples:</b></p> <p><b>L#2-Messages in Art:</b> In the past, most people could not read, so people were reminded of oral stories through pictures.</p> <p><b>L#6-Making Paint:</b> 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><b>L#9-Portraits:</b> Portraits reflect the time periods and cultures in which they were created. Students look for historical clues in portraits.</p> <p><b>L#10-Movement:</b> People have created art since early man. The Timeline shows examples and puts them in broad historical perspective.</p> <p><b>L#11-Time:</b> Artists' creations reflect the culture and time period in which they lived.</p> <p><b>L#12-Eyes:</b> 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><b>L#15-0+1+1+2+3:</b> Artists throughout history have discovered and made use of connections between math, nature, and art.</p>
<p><i>a. Students know and compare the characteristics of artworks in various eras and cultures</i></p>		<p><b>Some examples:</b></p> <p><b>L#6-Making Paint:</b> Pre-historic, ancient Egyptian, Chinese- 2000 BC, Greek- 1000-30 BC, Renaissance, Industrial Age</p> <p><b>L#9-Portraits:</b>  <b>Timeline:</b> 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><b>L#10-Movement:</b>  <b>Timeline:</b> 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><b>L#11-Time:</b> Students learn that artworks can act as records of the time periods in which they were created.</p> <p><b>L#12-Eyes:</b> Shows examples of how eyes have been depicted in artworks through time and across cultures.</p> <p><b>L#16-Inspiration:</b> Artists/artworks from several different time periods and cultures are compared, to show how they influenced each other.</p>

<p><i>b. Students describe and place a variety of art objects in historical and cultural contexts</i></p>	<p>Students are exposed to artworks from a variety of historical and cultural contexts in each lesson throughout <b>Creativity Express</b>.</p> <p>As well, students can use "The Art Gallery" and the "Artist Cards" as a resource.</p>	<p><b>Some specific examples:</b></p> <p><b>L#2-Messages in Art:</b> <b>Storytelling Movie #1:</b> 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><b>L#3-Emphasis:</b> Claude Monet, Arrival of the Normandy Train- the Industrial age/Impressionism</p> <p><b>L#4-Value:</b> The Scene of Christ in the Temple, by Fra Bartolommeo- from 500 years ago</p> <p><b>L#5-Making Paint:</b> 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><b>L#9-Portraits:</b> A timeline shows styles of portraiture from different times and cultures.</p> <p><b>L#11-Time:</b> Different time periods and cultures are seen in the art that came from them.</p> <p><b>L#13-Shape and Form:</b> Native American cliff art; photo of an American southwest-style church- Taos, New Mexico</p> <p><b>L#16-Inspiration:</b> Compares the artworks of artists from different time periods and cultures who were friends and/or who influenced each other. Artist cards and Gallery of Art give more specific cultural and historical background information on a variety of artists and artworks.</p>
<p><i>c. Students analyze, describe, and demonstrate 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</i></p>	<p>Through Creativity Express, students explore how these factors influence visual characteristics. This gives the students a foundation for being able to describe and analyze this influence on the meaning of specific artworks.</p>	<p><b>L#6-Making Paint:</b> 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><b>L#9-Portraits:</b> <b>Timeline-</b> The effect of the various stages of photography on portraiture.</p> <p><b>L#11-Time:</b> Throughout time and across cultures, artists' creations reflect where and when they lived.</p> <p><b>L#12-Eyes:</b> The ideas various civilizations and cultures had about eyes have influenced how artists have depicted eyes in their artworks.</p>
<p><b>5. Reflecting upon and assessing the characteristic and merits of their work and the work of others</b></p>	<p>In all of the <b>Creativity Builders</b>, students are encouraged to share and compare their uses of color, medium and design to better understand the effectiveness of their choices.</p> <p>In addition, how Creativity Express is used, program vs. curriculum, can impact the amount of reflection and assessment of their work, both using traditional tools and digital ones.</p>	<p><b>L#2-Messages in Art/ CB#3:</b> 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><b>L#5-Color/ CB#9:</b> 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><b>L#9-Portraits/ CB#17:</b> 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>a. Students compare multiple purposes for creating works of art</p>		<p><b>L#1-Art as a Language:</b> Art is a universal language for communication and self-expression.</p> <p><b>L#2-Messages in Art:</b> Art is used to tell a story, convey a message, express emotion and opinion. Art gets people to react, think and discuss.</p> <p><b>L#5-Color:</b> Use of color in designs for effective advertising.</p> <p><b>L#8-Line:</b> Use of lines in design. Students work with lines in a movie poster.</p> <p><b>L#9-Portraits:</b> Portraits are used to remember family, record faces/ personalities of historical figures, influence public opinion.  <b>Movement:</b> Use movement in art 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><b>L#11-Time:</b> Artists provide a record of the way people lived in different time periods.</p> <p><b>L#13-Shape and Form:</b> Create a logo for a sports team shirt.</p> <p><b>L#15-0+1+1+2+3:</b> Artists design ceremonial objects.</p>
<p>b. Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry</p>		<p><b>Examples:</b></p> <p><b>L#1-Art as a Language:</b> In many cultures and for various reasons, symbols were used to communicate ideas.</p> <p><b>L#9-Portraits:</b> Interpret a historical portrait by looking for clues as to its time period and the story of the person depicted.</p> <p><b>L#11-Time:</b> View Cubist, Surrealist and Impressionist paintings and discusses why they were shocking to the public at the time they were created.</p>
<p>c. Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures</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>Students can view, describe and log their responses to their own artworks in "My Portfolio."</p> <p>As well, throughout the <b>Creativity Express</b> program, different cultures are discussed and detailed for their contributions to art. As well, the many artists in the program, including those in the "Artist Cards" and "The Art Gallery," also represent multiple cultures throughout time.</p> <p><b>Some Examples:</b></p> <p><b>L#2-Messages in Art:</b> 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.</p> <p><b>L#7-Warm &amp; Cool Colors:</b> Feelings about color can be a little different for everyone, so people can respond differently to it in art.</p>

<p><b>6. Making connections between visual arts and other disciplines</b></p>	<p>1) In the lessons:</p>	<p><b>L#1-Art as a Language:</b>  <b>Medical Science:</b> DaVinci's detailed and realistic drawings/studies of human bodies benefited medical science and art.  <b>Math:</b> DaVinci was fascinated with measurements in nature and he used these mathematical proportions in his art.  <b>History:</b> There were no electric lights in Italy 500 years ago.</p> <p><b>L#2-Messages in Art:</b>  <b>History:</b> 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.  <b>American History:</b> The origin of the image of George Washington on the dollar bill.</p> <p><b>L#3-Emphasis:</b>  <b>History:</b> Claude Monet was fascinated with trains because train travel was new when he was alive.</p> <p><b>L#6-Making Paint:</b>  <b>Science &amp; History:</b> 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.  <b>Chemistry:</b> Mixing paints</p> <p><b>L#9-Portraits:</b>  <b>History:</b> 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><b>L#10-Movement:</b> Artworks that portray movement are shown in the context of a broad, simplified historical timeline.</p> <p><b>L#11-Time:</b>  <b>History:</b> Looking at art is a great way to discover how people lived, dressed, etc., in other time periods and cultures.</p> <p><b>L#12-Eyes:</b>  <b>History:</b> Shows how artists have depicted eyes throughout history.</p> <p><b>L#14-Museums:</b>  <b>History:</b> Museums are a link to human history. Lesson covers the history of museums.</p>
	<p>2) Connections to other disciplines in Creativity Builders:</p>	<p><b>L#1-Art as a Language/ CB#2:</b>  <b>Language Arts/History:</b> 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><b>L#6-Making Paint/ CB#11:</b>  <b>Social Studies/Science:</b> 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><b>L#8-Line/ CB#16:</b>  <b>Language Arts:</b> 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><b>L#11-Time/ CB#21:</b>  <b>History:</b> 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><b>L#15-0+1+1+2+3:</b>  <b>CB#29 - Math:</b> Students use a math-based grid to copy an image from a magazine or other source.  <b>CB#30 - Math:</b> 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>a. Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context</p>		<p><b>Some examples:</b></p> <p><b>L#6-Making Paint:</b> A timeline shows one subject, a horse, depicted in the styles of various time periods.</p> <p><b>L#9-Portraits:</b> Portraits compared are Roman busts, painted and drawn European portraits, Egyptian portraits, and photographed portraits.</p> <p><b>L#10-Movement:</b>  <b>Timeline-</b> Comparison of the cave painting of a horse and the contemporary sculpture of a horse in a similar pose.</p> <p><b>L#16-Inspiration:</b> Comparison of Japanese wood blocks and European paintings (Hiroshige and Van Gogh).</p>
<p>b. Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts</p>	<p>Throughout the program, the subject matter of other disciplines is interrelated with the visual arts in the Creativity Express curriculum.</p>	<p><b>See above boxes under section 6</b></p>

**END**
