Publisher:
Madcap Logic
Title: Creativity Express

Correlation: Florida Department of Education NGSSS:
Visual Arts Standards

Grade: K

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 disignated herin 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.K.C.1.1	Create and share personal works of art with others.	The Creativity Express lessons consistently encourage students to apply the elements and principles to their own art for effective visual communication. In the Creativity Builders, students practice using this knowledge to create and share personal works of art. 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 and improve. **L#1 Art as a Language CB#1 'Create Your Own Language':** Create a new language by using symbols in place of words to communicate ideas. **L#7 Warm & Cool Colors:** "You can use warm and cool colors to make things look near or far in your own artwork." **L#7 Warm & Cool Colors CB#14 'Colors in Tights':** Design a superhero using colors that best represent their super power/s. **L#8 Line:** "Explore other ways to use lines in YOUR artwork." "Using the right lines can really help us tell our story." **L#8 Line CB#16 'Edgar's Further Adventures':** Explore the function of art as a way to convey an emotion by creating a story with lines that create emotion.
		Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

VA.K.C.2.1	Describe personal choices made in the creation of artwork.	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. Some examples: **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? **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? 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? **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.
VA.K.C.2.2	Identify media used by self or peers.	Students are exposed to a variety of art media throughout the lessons. Examples: **L#1 Art as a Language:** Learn how a fresco is created. **L#2 Messages in Art:** Exposes students to media and techniques they may be interested in using - pencils, crayons, paint, digital media or clay.
Big Idea: Skills, Techniques, and Processes		**Enduring Understanding 1:** The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
Benchmark Code	Bechmark	Locations Where Taught in Creativity Express

VA.K.S.1.1	Explore art processes and media to produce artworks.	Throughout the Creativity Builders, students experiment with many different kinds of media, techniques and processes. **L#3 Emphasis, CB#5 'Rockin' With the Beetles':** Choose color combinations that emphasize or de-emphasize elements in a movie poster. **L#4 Value, CB#8 'This Sounds Shady':** Choose shading technique and medium that best show lighting and form. **L#5 Color, CB#10 'Make Up A New Holiday':** 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 'Becone an Inventor':** Design and draw a new invention. Then make an image showing your invention in use. **L#7 Warm & Cool Colors, CB#14 'Colors In Tights':** Design a superhero using colors that best represent his/her superpowers. **L#8 Line CB#16 'Edgar's Further Adventures':** Use lines to convey emotion. **L#12 Eyes CB#23 'Animated Expressions':** Use animated expressions, emphasizing the eyes, to show changes in expression. **L#16 Inspiration CB#31 'The Director's Chair':** Design props, lighting and a unique style for movie that you envision.
VA.K.S.1.2	Produce artwork influenced by personal decisions and ideas.	**L#9 Portraits 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. **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. **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.
		Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

VA.K.S.3.1	Develop artistic skills through the repeated use of tools, processes, and media.	In all of the Creativity Builders, the students are encouraged to make decisions regarding the subject of the lesson plan and how they choose to execute it. Some examples of artwork emphasizing repetition: **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. **L#5 Color CB#9 'Anything But Plaid':** Students color a chameleon to either blend in or stand out, using appropriate colors to accomplish their goals.
VA.K.S.3.2	Practice skills to develop craftsmanship.	Students are introduced to the need for repeat practice to become skilled in the arts as well as other subjects in the lessons: **L#1 Art as a Language: sayART** **L#16 Inspiration: sayART** Then the students apply themselves with hands-on projects in the Creativity Builders / doART Lesson Plans. Lessons which acentuate repeat practice: **L#3 Empahsis CB#5 'Let's go out to the Movies':** Students design their own movie posters, then make three different versions of the posters to give the most emphasis to the villain, the hero, then the title. **L#4 Value CB#8 'This Sounds Shady':** Students not only chose a subject, but they also try out three techniques while using this subject: hatching, blending and stippling.
VA.K.S.3.3	Handle art tools and media safely in the art room.	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.
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

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VA.K.O.1.1	Explore the placement of the structural elements of art in personal works of art.	Students are taught the structural elements of art in the lessons, then use this knowledge in their own work through the doART / **Creativity Builders** Lesson Plans. Some examples of placement and use of structural elements: **L#3 Emphasis:** Artists use emphasis to draw the viewer's attention to certain areas of their artwork to better communicate their main idea or message. **L#3 Emphasis CB#5 'Let's Go Out to the Movies':** Students create a movie poster using different techniques (color, value and contrast), to emphasize different elements within the poster. **L#7 Warm & Cool Colors:** Artists use warm and cool colors to express different emotions and to make objects advance or recede in an image. **L#7 Warm & Cool Colors CB#13 'Colors in Your Cart':** Students use warm and cool colors to describe a product by creating a package design. L#8-Line: Artists use line and structure to draw the viewer's eye to an area in their artwork. **L#8 Line CB#16 'Edgar's Further Adventures':** Students use different kinds of lines to create emotions in a character drawing.
		Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

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VA.K.O.2.1	Generate ideas and images for artworks based on memory, imagination, and experiences.	doART/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 of lessons emphasizing memory, imagination, and personal experience as a basis to create artwork: **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 imaginitive details to the movement in the middle to complete the motion. **L#9 Portraits LP#17 "Looking into the Future":** Students create a self-portait of themselves in the future. **L#11 Time LP#22 "A Voice From the Past":** Students create time capsules with a twist - creating whimsical representations that might fool historians in the future.
		Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
VA.K.O.3.1	Create works of art to document experiences of self and community.	**L#5 Color 'Complementary Color':** Students create an effective logo or banner. **L#5 Color CB#10 'Make up a New Holiday':** Students create their own logo or sign for a fictional holiday. **L#13 Shape and Form:** Students design a logo for a sports team. **L#14 Museum CB#27 'Your're the Designer':** Students visualize a new museum that contains whatever objects they choose, then create a floor plan to show where all of the exhibits will be installed.
Big Idea: Historical and Global Connections		**Enduring Understanding 1:** Through study in the arts, we learn about and honor others and the worlds in which they live(d).
Becchmark Code	Bechmark	Locations Where Taught in Creativity Express

VA.K.H.1.1	Describe art from selected cultures and places.	Students are exposed to artworks from a variety of historical and cultural contexts in each lesson throughout Creativity Express. This gives the students both a foundation for being able to describe and analyze cultural similarities and differences on the meaning of specific artworks as well as a basis for analysis across time. Some specific examples: **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 **L#3 Emphasis:** Claude Monet, Arrival of the Normandy Train- the Industrial age/Impressionism **L#4 Value:** The Scene of Christ in the Temple, by Fra Bartolommeo- from 500 years ago **L#5 Making Paint:** A timeline shows one subject, a horse, depicted in the style of various time periods. The history of paint in different cultures and time periods is covered. Renaissance painters liked to paint with warm reds and browns made from Ocher. Comparing the painting styles of Vermeer and Van Gogh, as a reflection of the times they lived in and what was available to them. Landscapes were painted indoors before the invention of paint tubes in the Industrial Age. **L#9 Portraits:** A timeline shows styles of portraiture from different times and cultures. **L#11 Time:** Different time periods and cultures are seen in the art that came from them. **L#12 Eyes:** The ideas various civilizations and cultures had about eyes have influenced how artists have depicted eyes in their artworks.
VA.K.H.1.2	Follow directions for suitable behavior in an art audience.	**L#14 Museum:** Students are taught the purpose and history of Museums. During the sayART **'Wander the Halls'** and **'Virtual Visit'** students learn appropriate behavior when visiting a museum and respect for the art collections housed within They also meet the museum staff - docent, curator, and most importantly, the security guard.
VA.K.H.1.3	Explain how art-making can help people express ideas and feelings.	**L#1 Art as a Language:** Art is a universal language and a form of self-expression; art is an expression of passion. **L#2 Messages in Art:** Art tells a story, conveys a message, conveys excitement about something, expresess emotion- so that people will react, think, discuss. **L#9 Portraits:** Art is used 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: Art is used to record daily life of a time period/culture. **L#11 Time:** 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.

		Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
VA.K.H.2.1	Compare selected artworks from various cultures to find differences and similarities.	**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 **L#2 Messages in Art:** Specific artworks include: The Mona Lisa and Study of an Old Man's Profile by Da Vinci plus Portrait of George Washington. **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. **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. **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) **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. **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.
VA.K.H.2.2	Explore everyday objects that have been designed and created by artists.	**L#16 Inspiration, 'Ready to Learn More':** Students are taught the specifics of a variety of art-reated careers and their purposes, many of their designs and objects which exist in their local community: Architect, Artist, Graphic Designer, Photographer, Animator, and Scientist.
VA.K.H.2.3	Describe where artwork is displayed in school or other places.	Students lern the function and placement of everyday artwork in both the lessons and the Creativity Builders. **L#5 Color "Complementary Color":** Students create an effective logo or banner **L#5 Color CB#10 "Make up a New Holiday":** Students create their own logo or sign for a fictional holiday. **L#13 Shape and Form:** Students design a logo for a sports team. **L#14 Museum CB#27 'Your're the Designer':** Students visualize a new museum that contains whatever objects they choose, then create a floor plan to show where all of the exhibits will be installed.

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		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.
VA.K.H.3.1	Express ideas related to non-art content areas through personal artworks.	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. **L#1 Art as a Language CB#1 'Create Your Own Language':**Language Arts- Students create their own language or "code" by using symbols for words and interpret each other's symbols. **L#6 Making Paint CB#12 'Design a Sarcophagus':** History -Students design an Egyptian sarcophagus using pictures and symbols to depict the life of a pharaoh. **L#15 0+1+1+2+3:** **CB#29 'Gridlocked':** Math- Students use a math-based grid to copy an image from a magazine or other source. **CB#30 'Get Your Proportions Right':** Math- Students explore and discuss proportions in art, and use math to create tools that help them reflect proportions more accurately in their artwork.
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	Benchmark	Locations Where Taught in Creativity Express
VA.K.F.1.1	Experiment with art media for personal satisfaction and perceptual awareness.	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 imaginitive details to the movement in the middle to complete the motion.

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VA.K.F.1.2	Identify real and imaginary subject matter in works of art.	Creativity Express lessons show subject matter, symbols and ideas, both real and imaginary, that are used to communicate meaning in art. Examples: Imaginary: **L#1 Art as a Language 'An Artist's Passion':** Salvadore Dali painted from his dreams. Real: **L#12 Eyes:** Monet repeatedly painted trains to convey his fascination with them
		Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.
		Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
VA.K.F.3.1	Create artwork that communicates an awareness of self as part of the community.	**L#5 Color, 'Complementary Color':** Students create an effective logo or banner. **L#5 Color CB#10 'Make up a New Holiday':** Students create their own logo or sign for a fictional holiday. **L#13 Shape and Form:** Students design a logo for a sports team. **L#14 Museum CB#27 'Your're the Designer':** Students visualize a new museum that contains whatever objects they choose, then create a floor plan to show where all of the exhibits will be installed.
Additional Required Benchmarks	Course Number: 5001010	Course Title: Art - Grade K
LACC.K.RL.1		Key Ideas and Details
LACC.K.RL.1.2	With prompting and support, retell familiar stories, including key details.	**L#2 Messages in Art:** What is the Difference between the story and the Message? Challenge: The fable of the tortoise and the hare is told, and students must choose which is the story and which is the message.
MACC.K.MD.1		Describe and compare measurable attributes

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MACC.K.MD.1.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	**L#15 0+1+1+2+3 CB# 30 'Get Your Proportions Right':** Students make multiple measuring sticks to help recognize proportions in the things that they draw.
MACC.K.G.1		Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
MACC.K.G.1.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	**L#15 0+1+1+2+3: 'Crunching the Numbers', 'Shapes in Nature', and 'Who is Fibonacci'.** Shapes are recognized and drawn in **L#15-0+1+1+2+3: 'Draw a Golden Rectangle', 'Draw a Fibonacci Pentagon'** and **'Draw a Fibonnaci Spiral'.**
MACC.K.G.1.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**L#13 Shape & Form:** Students learn the differences between shape and form as well as how shading and volume affect them both.
MACC.K.G.2		Analyze, compare, create, and compose shapes.

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MACC.K.G.2.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices / "corners") and other attributes (e.g., having sides of equal length).	The doART/Creativity Builders call for use of traditional 2-D and 3-D media, as well as digital media, to create artworks from personal experiences, observation, or imagination. For example: **L#13 Shape & Form CB#26 'Standing Tall':** Students create a three-dimensional model from wire, clay or other medium by first preparing an animator's "model sheet" showing all views of the subject prior to building the piece. **L#15 0+1+1+2+3 CB#29 'Gridlocked':** Combine art and math by using a grid structure to copy a picture.
SC.K.N.1.4	Observe and create a visual representation of an object which includes its major features.	**L#13 Shape and Form CB#25 'Shape into Form':** 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.
SC.K.P.9.1	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.	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.

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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 disignated herin 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.1.C.1.1	Create and discuss works of art that convey personal interests.	**L#9 Portraits 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. **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. **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.
VA.1.C.1.2	Gather clues to help interpret and reflect on works of art.	**L#9 Portraits:** Students look for historical clues in various portraits, guessing their time period and other background information, and then comparing their guessed biographies with the real ones. **L#10 Movement:** Students look for movement in artworks, and guess the story being told or "what happens next".
		Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

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VA.1.C.2.1	Describe visual imagery used to complete artwork.	Students gain knowledge of visual art structures and functions in the Creativity Express lessons. **L#1 Art as a Language:** Students learn how symbols have been used throughout history to communicate ideas. **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. **L#3 Emphasis:** Students are exposed to how artists use emphasis in art to place focus on a particular part of a composition. **L#4 Value:** Students gain insight to the artistic principle of value as well as how light/ dark values can affect art and the world around us. **L#5 Color:** Students learn how different colors work together through blending as well as creation of new colors and contrast. **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. **L#8 Line:** Students learn about line/s and how they create emotion/s in art. **L#10 Movement:** This lesson shares how different techniques are used to show movement or stillness within a work of art. **L#11 Time:** Students learn that a function of art can be to capture a moment or moments in time. **L#13 Shape & Form:** Students learn the differences between shape and form as well as how shading and volume affect them both.
VA.1.C.2.2	Use various media or techniques to learn how changes affect the completed artwork.	**L#3 Emphasis:** Students are exposed to how artists use emphasis in art to place focus on a particular part of a composition. In SeeART "Changing a Story Using Emphasis" students use a slider to revise the contrast level of a painting to place empasis on a particular object to tell a defined story. **L#7 Warm & Cool Color:** seeART, sayART demonstrates how the choice of warm or cool colors can convey feeling and show emphasis in a work of art.
		Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

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VA.1.C.3.1	Identify vocabulary that is used in both visual art and other contexts.	The vocabulary with which students learn to describe and evaluate art and art processes comes from all of the Creativity Express lessons. Examples of lessons that focus on the elements and principles: **L#3 Emphasis; L#4 Value; L#5 Color; L#7 Warm & Cool Colors; L#8 Line; L#10 Movement; L#13 Shape & Form**. Vocabulary can be adapted for younger students. In the doART / **Creativity Builder** activities, students utilize and apply this new vocabulary in the context of different kinds of hands-on exploration. In addition, the '**Glossary**' reinforces new vocabulary, and the **Creativity Builder** lesson plans list important new vocabulary for classroom use.
VA.1.C.3.2	Distinguish between artwork, utilitarian objects, and objects from nature.	**L#11 Time:** Throughout time and in many different cultures, artists have been depicting objects and events from their lives, or from the lives of those around them. SeeART **'Fact or Fib', 'Toys and Games', Children's Clothing'** and **'School and Jobs':** Students participate in a game show quiz
Big Idea: Skills, Techniques, and Processes		**Enduring Understanding 1:** The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
Benchmark Code	Bechmark	Locations Where Taught in Creativity Express

VA.1.S.1.1	Experiment with art processes and media to express ideas.	**L#1 Art as a Language:** Learn how a fresco is created. **L#2 Messages in Art:** It doesn't matter what artwork is made out of, as long as the artist says what s/he wants to. It also exposes students to the techniques they may be interested in using - pencils, crayons, paint, digital media or clay. **L#3 Emphasis:** Understand why and how artists place emphasis on certain parts of their artworks. **L#4 Value:** Learn how and why artists utilize light and dark values in their art. **L#5 Color:** Learn how various colors work together through blending, creating contrast and making new colors. **L#6 Making Paint:** There are different ways to apply different colors of paint with different techniques to interpret the light on a subject. **L#7 Warm & Cool Colors:** By using warm and cool colors, artists affect the mood within their work/s while also making parts appear closer or further away. **L#10 Movement:** Through use of different techniques, artists (and students) show movement or stillness within their art. **L#13 Shape and Form:** Use shading to make a shape look like a form. **L#15 0+1+1+2+3:** Learn Egyptian and Greek techniques.
VA.1.S.1.2	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.	doART / **Creativity Builders**: It is mainly in the Creativity Builders that students experiment with media, techniques and processes. Because of the wide variety of suggestions in the Creativity Builders, the choice of media, techniques and processes 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.1.S.1.3	Create works of art to tell a personal story.	Creativity Express in general teaches students that there are a variety of reasons that individuals create art, one of them being as a form of self-expression. Examples include: **L#3 Emphasis:** Claude Monet's historical experience and personal fascination with trains influenced the themes of his artworks. **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. **L#7 Warm & Cool Colors:** Picasso's Blue Period reflected his personal experience of grief. **L#9 Portraits:** Rembrandt's self-portraits reflected what he'd experienced at different stages of his life. **L#13 Shape and Form:** Michelangelo's "The Creation of Adam" due to religious influences. Students then are able to create their own artwork in the Creativity Builders Lesson Plans. Some examples of artwork that emphasizes self-expression: **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. **L#16 Inspiration CB# 32: 'Show Off Your Style':** Students explore what their own personal artistic style might be.
VA.1.S.1.4	Use accurate art vocabulary to communicate ideas about art.	The vocabulary with which students learn to describe and evaluate art and art processes comes from all of the Creativity Express lessons. Examples of lessons that focus on the elements and principles: **L#3 Emphasis; L#4 Value; L#5 Color; L#7 Warm & Cool Colors; L#8 Line; L#10 Movement; L#13 Shape & Form**. Vocabulary can be adapted for younger students. In the doART / **Creativity Builder** activities, students utilize and apply this new vocabulary in the context of different kinds of hands-on exploration. In addition, the **Glossary** reinforces new vocabulary, and the Creativity Builder lesson plans list important new vocabulary for classroom use.
		Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
VA.1.S.2.1	Practice correct use of tools with various art media, techniques, and processes.	The 32 doART / **Creativity Builders** Lesson Plan activities encompass a wide range of material, techniques, media, and processes to complete the range of hands-on art projects. Exploration of and practice with various media helps refine students' control of those media and develop their motor skills. Using a computer mouse also develops motor as well as computer skills.

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VA.1.S.2.2	Describe the steps used in art production.	Areas of Creativity Express that emphasise stepwise production of artwork: **L#1 Art as a Language:** Students learn the steps required to make a Fresco. **L#13 Shape & Form CB#25 'Shape Into Form':** Students make an origami frog from a flat sheet of paper in 17 sequential steps. **L#10 Movement CB#20 'Mind th Gap':** Students create a work of art that portrays movement in three steps, 1. A starting pose 2. An ending pose 3. Then, insert a middle pose to complete the movement.
		Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
VA.1.S.3.1	Practice skills and techniques to create with two- and/or three-dimensional media.	The doART/**Creativity Builders** call for use of traditional 2-D and 3-D media, as well as digital media, to create artworks from personal experiences, observation, or imagination. For example: **L#2 Messages in Art CB#2 'Make a Comic Book':** students create a multi-panel comic book using only pictures, to tell a personal or imagined story. **L#13 Shape & Form CB#26 'Standing Tall:** students create a three-dimensional model from wire, clay or other medium by first preparing an animator's "model sheet" showing all views of the subject prior to building the piece.
VA.1.S.3.2	Discuss the qualities of good craftsmanship.	Students are introduced to the need for repeat practice to become skilled in the arts as well as other subjects in the lessons: **L#1 Art as a Language:** sayART **L#16 Inspiration:** sayART Then the students apply themselves with hands-on projects in the Creativity Builders / doART Lesson Plans. Lessons which acentuate repeat practice: **L#3 Empahsis CB#5 'Let's go out to the Movies':** Students design their own movie posters, then make three different versions of the posters to give the most emphasis to the villain, the hero, then the title. **L#4 Value CB#8 'This Sounds Shady':** Students not only chose a subject, but they also try out three techniques while using this subject: hatching, blending and stippling.
VA.1.S.3.3	Demonstrate safety procedures for using art tools and materials.	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.

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VA.1.S.3.4	Identify and be respectful of artwork that belongs to others and represents their ideas.	**L#1 Art as a Language 'Choices and Risks'** and **'An Artist's Passion':** Students learn about the sometimes quirky personality traits of historic artists, and see that these individual differences are what made them successful in their approach to art. **L#10 Movement:** During the cource 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. **L#14 Museum:** Students are taught to show appreciation, respect and proper behavior when viewing artwork.
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.1.O.1.1	Identify and use the structural elements of art and organizational principles of design to support artistic development.	**L#3 Emphasis:** Students are exposed to how artists use emphasis in art to place focus on a particular part of a composition. As well, how structure creates order in artworks. **L#4 Value**: Students gain insight to the artistic principle of value as well as how light/ dark values can affect art and the world around us. **L#5 Color:** Students learn how different colors work together through blending as well as creation of new colors and contrast. **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. **L#8 Line:** Students learn about line/s and how they create emotion/s in art. **L#10 Movement:** This lesson shares how different techniques are used to show movement or stillness within a work of art. **L#11 Time:** Students learn that a function of art can be to capture a moment or moments in time. **L#13 Shape & Form:** Students learn the differences between shape and form as well as how shading and volume affect them both. **L#15 0+1+1+2+3:** Students connect how art and math relate to each other and work together.
		Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

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VA.1.O.2.1	Create imagery and symbols to express thoughts and feelings.	**L#1 Art as a Language:** Students learn how symbols have been used throughout history to communicate ideas. **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#2 Messages in Art CB#4 'Monkeyong Around':** Make a caricature of somene as an animal to show some of their peronsality traits.
		Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
VA.1.O.3.1	Use personal symbols in artwork to document surroundings and community.	**L#1 Art as a Language CB#1 'Create Your Own Language':** Students create their own language or "code" by using symbols for words and interpret each other's symbols. **L#2 Messages in Art:** Students learn how messages and stories have been shared in works of art throughout time. **L#2 Messages in Art CB#3 'Warning Signs':** Students design a sign that conveys its message without any words.
Big Idea: Historical and Global Connections		**Enduring Understanding 1:** Through study in the arts, we learn about and honor others and the worlds in which they live(d).
Becchmark Code	Benchmark	Locations Where Taught in Creativity Express

VA.1.H.1.1	Discuss how different works of art communicate information about a particular culture.	Students are exposed to artworks from a variety of historical and cultural contexts in each lesson throughout Creativity Express. This gives the students a foundation for being able to gather and interpret information about specific cultures and time periods. Some specific examples: **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 **L#3 Emphasis:** Claude Monet, Arrival of the Normandy Train- the Industrial age/Impressionism **L#4 Value:** The Scene of Christ in the Temple, by Fra Bartolommeo- from 500 years ago **L#5 Making Paint:** A timeline shows one subject, a horse, depicted in the style of various time periods. The history of paint in different cultures and time periods is covered. Renaissance painters liked to paint with warm reds and browns made from Ocher. Comparing the painting styles of Vermeer and Van Gogh, as a reflection of the times they lived in and what was available to them. Landscapes were painted indoors before the invention of paint tubes in the Industrial Age. **L#9 Portraits:** A timeline shows styles of portraiture from different times and cultures. **L#11 Time:** Different time periods and cultures are seen in the art that came from them.
VA.1.H.1.2	Discuss suitable behavior expected of audience members.	**L#14 Museum:** Students are taught the purpose and history of Museums. During the sayART **'Wander the Halls'** and **'Virtual Visit'** students learn appropriate behavior when visiting a museum and respect for the art collections housed within They also meet the museum staff - docent, curator, and most importantly, the security guard.

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| VA.1.H.1.3 | Describe ways in which artists use their work to share knowledge and life experiences. | Examining purposes for specific artworks:
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
L#2 Messages in Art: Storytelling movie #1. Specific artworks include: The Mona Lisa and Study of an Old Man's Profile by Da Vinci plus Portrait of George Washington.
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.
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.
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)
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.
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. |
| | | **Enduring Understanding 2:** The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. |

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VA.1.H.2.1	Compare artworks from different cultures, created over time, to identify differences in style and media.	Students are exposed to artworks from a variety of historical and cultural contexts in each lesson throughout Creativity Express. This gives the students a foundation for being able to identify differences in stle and media across time and culture. Some specific examples: **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 **L#3 Emphasis:** Claude Monet, Arrival of the Normandy Train- the Industrial age/Impressionism **L#4 Value:** The Scene of Christ in the Temple, by Fra Bartolommeo- from 500 years ago **L#5 Making Paint:** A timeline shows one subject, a horse, depicted in the style of various time periods. The history of paint in different cultures and time periods is covered. Renaissance painters liked to paint with warm reds and browns made from Ocher. Comparing the painting styles of Vermeer and Van Gogh, as a reflection of the times they lived in and what was available to them. Landscapes were painted indoors before the invention of paint tubes in the Industrial Age. **L#9 Portraits:** A timeline shows styles of portraiture from different times and cultures. **L#11 Time:** Different time periods and cultures are seen in the art that came from them.
VA.1.H.2.2	Identify objects of art that are used every day for utilitarian purposes.	**L#16 Inspiration: 'Ready to Learn More':** Students are taught the specifics of a variety of art-reated careers, the every day function of their jobs, and their imact on our lives : Architect, Artist, Graphic Designer, Photographer, Animator, and Scientist.
VA.1.H.2.3	Identify places in which artworks may be viewed by others.	Creativity Express provides students with numerous reasons to create and display artwork in public places, and places artwork may be found. Examples: **L#14 Museum:** The function of museums is to allow artwork on display to be enjoyed by everyone. Each piece is unique, and visiting in person is more enriching than just viewing a photo of the piece. **L#2 Messages in Art:** Arthas been used throughout history to tell a story, convey a message, convey excitement about something, express emotion- so that people will react, think, discuss. Art can fe found in churches across Europe. **L#5 Color 'Complementary Color':** Art can bef ound in signage - create an effective logo or banner.
		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.

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VA.1.H.3.1	Identify connections between visual art and other content areas.	Connections across content areas: **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 Math- DaVinci was fascinated with measurements in nature and he used these mathematical proportions in his art. History- There were no electric lights in Italy 500 years ago. **L#2 Messages in Art:** <u>History</u>- In 16th century Europe, churches covered their walls with art because more people could read pictures than books. The history of the Mona Lisa is covered. American History- The origin of the image of George Washington on the dollar bill. **L#3 Emphasis:** <u>History</u>- Claude Monet was fascinated with trains because train travel was new when he was alive. **L#6 Making Paint:** <u>Science & History</u>- The invention of paint tubes made painting easier, more convenient, and changed the way artists paint. Historical references to early paints, from pre-historic to later civilizations. The history of paints and surfaces and tools for painting, and how they influenced art. <u>Chemistry</u>-Mixing paints **L#9 Portraits:** <u>History-</u> People didn't have photos in the 17th century, so they had their portraits painted. Various time periods had various purposes for portraits. Portrait of Louis XIV, and many others show how people lived. **L#10 Movement:** Artworks that portray movement are shown in the context of a broad, simplified historical timeline. **L#11 Time:** <u>History</u>- Looking at art is a great way to discover how people lived, dressed, etc., in other time periods & cultures.
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	Benchmark	Locations Where Taught in Creativity Express

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VA.1.F.1.1	Use various art media and real or imaginary choices to create artwork.	In the doART / **Creativity Builders**, students generalize about the effects of visual structures and functions, learning that their choices have outcomes. Various media choices are suggested, however the decision is up to the student. **L#7 Warm & Cool Colors CB#13 'Colors in Your Cart':** 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. **L#8 Line CB#16 'Edgar's Further Adventures':** 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. **L#11 Eyes CB#23 'Animated Expressions':** Students explore the function of art as a way to convey an emotion by exploring how eyes convey emotion.
VA.1.F.1.2	Identify how classmates solve artistic problems.	In the Creativity Builders, students communicate ideas using organizational principles, and discuss with their class what makes them effective or ineffective for communicating ideas. **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. **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 pharoah lived. Then, students compare their designs and discuss effective use/s of symbols and pictures to convey ideas. **L#13 Shape and Form CB#26 'Standing Tall':** Students create a sculpture from a model sheet (drawings of a shape from different views). Students first create the model sheet of different poses and views and then follow that sheet to transform the shapes into a sculptural form. Choice of media - clay, wire, cardboard, etc. - is discussed when the sculptures are complete.
		Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.
VA.1.F.2.1	Explain how artists impact the appearance of items for sale in stores.	**L#7 Warm & Cool Colors CB#13 'Colors in Your Cart':** Students design a new grocery store 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?
		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.

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VA.1.F.3.1	Describe the use of art to share community information.	**L#5 Color:** Art is used to design effective logos and banners. **L#3 Emphasis CB#5 'Let's Go Out to the Movies' :** Art is used to design effective movie posters. **L#5-Color CB#10 'Make Up a New Holiday':** Students use complementary colors to design a logo or sign for a holiday. **L#14 Museums CB#27 'Yor're the Designer':** Students develop an idea for a new museum and design a floor plan that shows the location and installation of all their "exhibits."
VA.1.F.3.2	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.	Each **Creativity Builder** Lesson Plan includes a **'Class Time Needed'** estimation which allows for teacher planning and assessment of student completion in a timely fashion.
Additional Required Benchmarks	Course Number: 5001020	Course Title: Art - Grade 1
LACC.1.RL.1		Key Ideas and Details
LACC.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**L#2 Messages in Art:** What is the Difference between the story and the Message? **Challenge:** The fable of the tortoise and the hare is told, and students must choose which is the story and which is the message.
MACC.1.G.1		

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MACC.1.G.1.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism.")	**L#13 Shape and 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: 'Crunching the Numbers', 'Shapes in Nature',** and '**Who is Fibonacci'.** Shapes are recognized and drawn in **L#15-0+1+1+2+3: 'Draw a Golden Rectangle', 'Draw a Fibonacci Pentagon'** and **'Draw a Fibonnaci Spiral'.** **L#15 0+1+1+2+3 CB# 30 'Get Your Proportions Right':** Students make multiple measuring sticks to help recognize proportions in the things that they draw.

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MACC.1.G.1.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	**L#13 Shape and 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: 'Crunching the Numbers', 'Shapes in Nature',** and **'Who is Fibonacci'.** **Shapes are recognized and drawn in L#15-0+1+1+2+3: 'Draw a Golden Rectangle', 'Draw a Fibonacci Pentagon'** and **'Draw a Fibonnaci Spiral'.** **L#15 0+1+1+2+3 CB# 30 'Get Your Proportions Right':** Students make multiple measuring sticks to help recognize proportions in the things that they draw.
SC.1.L.14.1	Make observations of living things and their environment using the five senses.	**L#15-0+1+1+2+3 'Proportions in Nature'**, and **'Shapes in Nature':** Describes the way mathematically sound/accurate proportions and patterns are found in nature, and how they create beauty in art.

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| SS.1.A.2.1 | Understand history tells the story of people and events of other times and places | Creativity Express teaches students to understand the visual arts in relation to history and cultures.
L#2 Messages in Art: In the past, most people could not read, so people were reminded of oral stories through pictures.
L#6 Making Paint: This lesson covers the history of paint in different cultures and time periods. The invention of paint tubes changed where, how and what artists paint.
L#9 Portraits: Portraits reflect the time periods and cultures in which they were created. Students look for historical clues in portraits.
L#10 Movement: People have created art since early man. The Timeline shows examples and puts them in broad historical perspective.
L#11 Time: Artists' creations reflect the culture and time period in which they lived.
L#12 Eyes: Artists have depicted eyes to convey emotion. Artists use a "line of sight" to create emphasis. They have used eyes as symbols in art to depict divine guidance or protection from evil.
L#15 0+1+1+2+3: Artists throughout history have discovered and made use of connections between math, nature, and art. |

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 disignated herin 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.2.C.1.1	Use the art-making process to communicate personal interests and self-expression.	The doART/Creativity Builders call for use of traditional 2-D and 3-D media, as well as digital media, to create artworks from personal experiences, observation, or imagination. For example: **L#2 Messages in Art, CB#2 'Make a Comic Book':** students create a multi-panel comic book using only pictures, to tell a personal or imagined story. **L#9-Portraits/CB #17 'Looking into the Future':** Students create a self-portrait of themselves in the future using any characters, symbols and elements they please. **L#16-Inspiration CB# 31 'The Director's Chair':** Design props, lighting and a unique style for movie that you envision.
VA.2.C.1.2	Reflect on and discuss various possible meanings in works of art.	Creativity Express in general teaches students to analyze works of art for hidden meaning and clues that reveal the artist's purpose. Examples include: **L#1 Art as a Language:** In many cultures and for various reasons, symbols were used to communicate ideas. **L#9 Portraits:** Interpret a historical portrait by looking for clues as to its time period and the story of the person depicted. Rembrandt's self-portraits reflected what he'd experienced at different stages of his life. **L#3 Emphasis:** Claude Monet's historical experience and personal fascination with trains influenced the themes of his artworks. **L#7 Warm & Cool Colors:** Picasso's Blue Period reflected his personal experience of grief. **L#13 Shape and Form:** Michelangelo's "The Creation of Adam" was influenced by religion.
		Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

| VA.2.C.2.1 | Use appropriate decision-making skills to meet intended artistic objectives. | In all of the Creativity Builders, the students are encouraged to make decisions regarding the subject of the lesson plan and how they choose to execute it. Some of the Creativity Builders that best fit this standard: **L#3 Emphasis CB#6 'Rockin' With The Beetles':** Students design an artwork with three elements, and give one of the elements more emphasis than the other two. **L#4 Value CB#8 'This Sound Shady':** 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 'Anything But Plaid'':** Students color a chameleon to either blend in or stand out, using appropriate colors to accomplish their goals. **L#6 Making Paint CB#12 'Design a Sarcophagus':** Students design an Egyptian sarcophagus using pictures and symbols to depict the life of a pharaoh. **L#7 Warm & Cool Colors CB#14 'Colors in Tights':** 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 'Edgar's Further Adventures':** 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 'Animated Expression'** & **CB#24 'A New Kind of Eyeware':** Students create and use various eye shapes and facial expressions to convey different emotions. |

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VA.2.C.2.2	Identify skillful techniques used in works by peers and others.	**L#1 Art as a Language:** Learn how a fresco is created. **L#2 Messages in Art:** Exposes students to the techniques they may be interested in using - pencils, crayons, paint, digital media or clay. **L#3 Emphasis:** Understand why and how artists place emphasis on certain parts of their artworks. **L#4 Value:** Learn how and why artists utilize light and dark values in their art. **L#5 Color:** Learn how various colors work together through blending, creating contrast and making new colors. **L#6 Making Paint:** There are different ways to apply different colors of paint with different techniques to interpret the light on a subject. **L#7 Warm & Cool Colors:** By using warm and cool colors, artists affect the mood within their work/s while also making parts appear closer or further away. **L#10 Movement:** Through use of different techniques, artists (and students) show movement or stillness within their art. **L#13 Shape and Form:** Use shading to make a shape look like a form. **L#15 0+1+1+2+3:** Learn Egyptian and Greek techniques.
VA.2.C.2.3	Use suggestions from others to modify the structural elements of art.	All 32 **Creativity Builders** Lesson Plans include an 'Extension' of the hands-on project. This portion of the lesson is meant to be utilized 'As a group or class project' by the teacher. It outlines the procedure for the teacher to initiate a collaborative session for each activity where students learn from each other's work and offer suggestions for modification. For example: **L#14 Museum, CB#28 'Forgery':** Extension: 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?
		Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

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VA.2.C.3.1	Use accurate art vocabulary to identify connections among visual art and other contexts.	Connections across content areas utilizing art vocabulary within the lessons: **L#1 Art as a Language:** Medical Science- DaVinci's detailed and realistic drawings/studies of human bodies benefited medical science and art Math- DaVinci was fascinated with measurements in nature and he used these mathematical proportions in his art. History- There were no electric lights in Italy 500 years ago. **L#2 Messages in Art:** History- 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. American History- The origin of the image of George Washington on the dollar bill. **L#3 Emphasis:** History- Claude Monet was fascinated with trains because train travel was new when he was alive. **L#6 Making Paint:** Science & History- 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. Chemistry-Mixing paints **L#9 Portraits:** History- 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. **L#10 Movement:** Artworks that portray movement are shown in the context of a broad, simplified historical timeline. **L#11 Time:** History- Looking at art is a great way to discover how people lived, dressed, etc., in other time periods & cultures.
VA.2.C.3.2	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.	**L#11 Time:** Throughout time and in many different cultures, artists have been depicting objects and events from their lives, or from the lives of those around them. SeeART **'Fact or Fib'**, **'Toys and Games'**, **'Children's Clothing'** and **'School and Jobs'**: Students participate in a game show quizzed by 'Dr Linear'. Two historic guests attempt to fool the audience about the object or artwork in question through a detailed explanation of its possible funtion or purpose; it is up to the student to determine who is telling the truth - is it artwork or a utilitarian object? Students explore the difference between the two concepts.
Big Idea: Skills, Techniques, and Processes		**Enduring Understanding 1:** The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
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VA.2.S.1.1	Experiment with tools and techniques as part of art-making processes.	The sayART and seeART sections provide information on use of media, techniques and processes For example: **L#2 Messages in Art**: "Is it art if... it's Made With Crayons?" "It doesn't matter what artwork is made out of, as long as the artist says what he wants to. Which techniques are you more interested in doing, yourself?" - pencils, crayons, paint, digital media, clay?" Students are then given a choice of materials for their personal artwork in the **Creativity Builders** Lesson Plans.
VA.2.S.1.2	Use diverse resources to inspire expression of personal ideas and experiences in works of art.	In Creativity Express, students are exposed to the paths of famous artists, and their personal challenges and solutions relating to the creation of thier artwork. For example: **L#1 Art as a Language, 'Choices and Risks':** Da Vinci used his observation skills and creative thinking skills to conceive of and design inventions. **L#2 Messages in Art:** "It doesn't matter what artwork is made out of, as long as the artist says what s/he wants to". It also exposes students to the techniques they may be interested in using - pencils, crayons, paint, digital media or clay. **L#9 Portraits:** Students are asked whether photographs are 'art' as a means of demonstrating alterantive media in the creation of artwork. **L#16 Inspiration:** Students learn about the ways that artists infuenced each others' works and collaborated with each other to create their individual style of artwork. This lesson also covers the Japanese influence on European art.

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VA.2.S.1.3	Explore art from different time periods and cultures as sources for inspiration.	Students are exposed to artworks from a variety of historical and cultural contexts in each lesson throughout Creativity Express. This gives the students both a foundation for being able to describe and analyze cultural similarities and differences on the meaning of specific artworks as well as a basis for analysis across time. Some specific examples: **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 **L#3 Emphasis:** Claude Monet, Arrival of the Normandy Train- the Industrial age/Impressionism **L#4 Value:** The Scene of Christ in the Temple, by Fra Bartolommeo- from 500 years ago **L#5 Making Paint:** A timeline shows one subject, a horse, depicted in the style of various time periods. The history of paint in different cultures and time periods is covered. Renaissance painters liked to paint with warm reds and browns made from Ocher. Comparing the painting styles of Vermeer and Van Gogh, as a reflection of the times they lived in and what was available to them. Landscapes were painted indoors before the invention of paint tubes in the Industrial Age. **L#9 Portraits:** A timeline shows styles of portraiture from different times and cultures. **L#11 Time:** Different time periods and cultures are seen in the art that came from them. **L#12 Eyes:** The ideas various civilizations and cultures had about eyes have influenced how artists have depicted eyes in their artworks.
VA.2.S.1.4	Use accurate art vocabulary to discuss art.	The vocabulary with which students learn to evaluate and discuss 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.
		Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

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VA.2.S.2.1	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.	This standard applies to all 32 doART/**Creativity Builders** Lesson plans. Students learn to understand and apply media, techniques and processes in the doART/Creativity Builder activities. A wide variety of art materials and media are suggested for these activities. Students can also experiment with digital media, and use basic processes and techniques available to them for digital creation using any digital paint program.
VA.2.S.2.2	Follow sequential procedures focused on art production.	Students are introduced to artistic techniques and processes requiring two or more steps in the 16 Lessons: **L#1 Art as a Language:** Learn how a fresco is created. **L#6 Making Paint:** There are different ways to apply different colors of paint with different techniques to interpret the light on a subject. **Creativity Builder** projects that emphasize two or more steps include: **L#4 Value CB#8 'This Sounds Shady'** : Students chose a subject, then try out three drawing techniques using this subject: hatching, blending and stippling. **L#10 Movement CB#20 'Mind the Gap' :** Students draw 'key' character poses, then create 'inbetwee' poses to create the illusion of movement.
		Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
VA.2.S.3.1	Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.	Students are introduced to a range of two- and three-dimensional artworks in the 16 Creativity Express Lessons. Specifically, **L#13 Shape and Form** introduces the difference between 2 and 3 dimensional artwork. In the 32 doART/**Creativity Builders** activities, students independently choose from, combine and use a wide variety of suggested traditional 2-D and 3-D media, as well as digital media, to communicate ideas, experiences, and stories.
VA.2.S.3.2	Demonstrate growth in craftsmanship through purposeful practice.	Students are introduced to the need for repeat practice to become skilled in the arts as well as other subjects in the lessons: **L#1 Art as a Language: sayART** **L#16 Inspiration: sayART** Then the students apply themselves with hands-on projects in the doART / Creativity Builders Lesson Plans. Lessons which acentuate repeat practice: **L#3 Empahsis CB#5 'Let's go out to the Movies':** Students design their own movie posters, then make three different versions of the posters to give the most emphasis to the villain, the hero, then the title. **L#4-Value CB#8 'This Sounds Shady':**Students not only chose a subject, but they also try out three techniques while using this subject: hatching, blending and stippling.

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VA.2.S.3.3	Follow directions for safety procedures and explain their importance in the art room.	**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.2.S.3.4	Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.	The issue of the appropriateness and legality of copying and/or stealing artwork is covered in: **L#14 Museums, 'Forgery and Theft':** and 'Michaelangelo's Cupid'. Episodes of famouus copying of artwork and Museum theft are explored to teach students the harm in stealing and illegal copying of artwork. **L#16 Inspiration:** Is it ok to copy someone else's work? Yes, but you cannot claim that it is your own. If you do, it's wrong. However, copying the work of other artists is useful as a learning tool. "Think of other artists as your friends and teachers. Learn from them, then follow your own style."
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.
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VA.2.O.1.1	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.	A primary focus of Creativity Express is to teach students how to communicate ideas and develop awareness of the creative process using the elements of art and principles of design. In the Creativity Builders, students practice using this knowledge to create artworks. Some examples: **L#1 Art as a Language: CB#1 'Create Your Own Language':** Create a new language by using symbols in place of words to communicate ideas. **L#2 Messages in Art CB#3 'Warning Signs':** Design a sign using only images, no words, to convey a message. **L#3 Emphasis CB#5 'Let's Go Out to the Movies'** and **CB#6 'Rockin' With the Beetles':** Create a movie poster and/or bug rock band and place emphasis on specific parts of the artworks while de-emphasizing other parts. **L#7 Warm & Cool Colors CB#14 'Colors in Tights':** Design a superhero using colors that best represent their super power/s. **L#8 Line CB#16 'Edgar's Further Adventures':** Explore the function of art as a way to convey an emotion by creating a story with lines that create emotion. **L#10 Movement CB#20 'Mind the Gap':** Draw "inbetweens" or the animation poses that fit in between two other key poses. **L#12 Eyes CB#23 'Animated Expressions':** Explore the function of art as a way to convey an emotion by exploring how eyes show various feelings. **L#15 0+1+1+2+3 CB#29 'Gridlocked':** Combine art and math by using a grid structure to copy a picture. **L#16 Inspiration CB#32 'Show off Your Style':** Students experiment with different elements of art (color, line, medium) to express their own style of art.
		Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

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VA.2.O.2.1	Use personal experience to convey meaning or purpose in creating artworks.	Creativity Express in general teaches students that there are a variety of reasons that individuals create art, one of them being as a form of self-expression. Examples include: **L#3 Emphasis:** Claude Monet's historical experience and personal fascination with trains influenced the themes of his artworks. **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. **L#7 Warm & Cool Colors:** Picasso's Blue Period reflected his personal experience of grief. **L#9 Portraits:** Rembrandt's self-portraits reflected what he'd experienced at different stages of his life. **L#13 Shape and Form:** Michelangelo's "The Creation of Adam" due to religious influences. Students then are able to create their own artwork in the Creativity Builders Lesson Plans. Some examples of artwork that emphasize self-expression: **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. **L#16 Inspiration, CB#32 'Show Off Your Style':** Students explore what their own personal artistic style might be.
		Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
VA.2.O.3.1	Create personally meaningful works of art to document and explain ideas about local and global communities.	**L#2 Messages in Art, CB#3 'Warning Signs' :** Students design a sign that conveys its message without words. **L#3 Emphasis, CB#5 'Let's Go Out to the Movies':** Sudents design a movie poster that has balanced emphasis on the hero, the villain and the title, and uses colors in ways that enhance or diminish emphasis on certain elements. **L#5 Color, 'Complementary Color':** Students create an effective logo or banner. **L#5 Color CB#10 'Make up a New Holiday':** Students create their own logo or sign for a fictional holiday. **L# 13 Shape and Form:** Students design a logo for a sports team. **L#14 Museum CB#27 'Your're the Designer':** Students visualize a new museum that contains whatever objects they choose, then create a floor plan to show where all of the exhibits will be installed.
Big Idea: Historical and Global Connections		**Enduring Understanding 1:** Through study in the arts, we learn about and honor others and the worlds in which they live(d).
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VA.2.H.1.1	Identify examples in which artists have created works based on cultural and life experiences.	**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 **L#2 Messages in Art:** Storytelling movie #1. Specific artworks include: The Mona Lisa and Study of an Old Man's Profile by Da Vinci plus Portrait of George Washington. **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. **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. **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) **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. **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.
VA.2.H.1.2	Distinguish between appropriate and inappropriate audience behavior.	**L#14 Museum:** Students are taught the purpose and history of Museums. During the sayART **'Wander the Halls'** and **'Virtual Visit'** students learn appropriate behavior when visiting a museum and respect for the art collections housed within They also meet the museum staff - docent, curator, and most importantly, the security guard.
		Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

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VA.2.H.2.1	Identify differences or similarities in artworks across time and culture.	Students are taught to understand the visual arts in relation to history and cultures. Some examples: **L#2 Messages in Art:** In the past, most people could not read, so people were reminded of oral stories through pictures. **L#6 Making Paint:** This lesson covers the history of paint in different cultures and time periods. The invention of paint tubes changed where, how and what artists paint. **L#9 Portraits:** Portraits reflect the time periods and cultures in which they were created. Students look for historical clues in portraits. **L#10 Movement:** People have created art since early man. The Timeline shows examples and puts them in broad historical perspective. **L#11 Time:** Artists' creations reflect the culture and time period in which they lived. **L#12 Eyes:** Artists have depicted eyes to convey emotion. Artists use a "line of sight" to create emphasis. They have used eyes as symbols in art to depict divine guidance or protection from evil. **L#15 0+1+1+2+3:** Artists throughout history have discovered and made use of connections between math, nature, and art.
VA.2.H.2.2	Identify objects from everyday life that have been designed and created using artistic skills.	**L#15 0+1+1+2+3:** In this lesson students learn about the influence of math and art on architecture. **L#5 Color:** Art is used to design effective logos and banners, etc. **L#8 Line:** Art is used to design effective movie posters. **L#14 CB#27 'You're the Designer':** Art and design are used in the creation of a new museum floor plan.

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| VA.2.H.2.3 | Identify the physical features or characteristics of artworks displayed in the community. | Students gain knowledge of visual art structures and functions in the Creativity Express lessons, allowing them to analyze artworks diplayed in their community. **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. **L#3 Emphasis:** Students are exposed to how artists use emphasis in art to place focus on a particular part of a composition. As well, how structure creates order in artworks. **L#4 Value:** Students gain insight to the artistic principle of value as well as how light/ dark values can affect art and the world around us. **L#5 Color:** Students learn how different colors work together through blending as well as creation of new colors and contrast. **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.L#8-Line: Students learn about line/s and how they create emotion/s in art. **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. **L#10 Movement:** This lesson shares how different techniques are used to show movement or stillness within a work of art. **L#11 Time:** Students learn that a function of art can be to capture a moment or moments in time. **L#13 Shape & Form:** Students learn the differences between shape and form as well as how shading and volume affect them both. |
| | | **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. |

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VA.2.H.3.1	Describe connections made between creating with art ideas and creating with information from other content areas.	**L#1 Art as a Language: CB#2**- <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. **L#9 Making Paint: CB#11**- <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. **L#8 Line: CB#16**- <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. **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. **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. **L#15 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.
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.
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VA.2.F.1.1	Use imagination to create unique artwork incorporating personal ideas and selected media.	**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 imaginitive details to the movement in the middle to complete the motion.

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VA.2.F.1.2	Explore the advantages of having multiple solutions to solve an artistic problem.	The Creativity Express lessons consistently encourage students (boosting confidence) to explore and apply a variety of creative solutions to solve artistc challenges. Some examples: **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..."; **L#2 Messages in Art:** "It is Art If... It's a Student's Artwork?" "It doesn't matter what age you are, or how perfect it looks- as long as it shows how you're feeling, or what you want to say- it's art." **L#3 Emphasis:** "Over the next year we'll be talking about the ways YOU can use Contrast in order to show emphasis." In the **doArt / Creativity Builder** activities, students apply these lessons to their own artistic projects.
		Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.
VA.2.F.2.1	Identify work created by artists and designers.	**L#16 Inspiration, 'Ready to Learn More':** Students are taught the specifics of a variety of art-reated careers and the works they create, many of which exist in their local community: Architect, Artist, Graphic Designer, Photographer, Animator, and Scientist.
		Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
VA.2.F.3.1	Describe the use of art to promote events within the school or community.	**L#5 Color, 'Complementary Color'**: Students create an effective logo or banner. **L#5 Color CB#10 'Make up a New Holiday':** Students create their own logo or sign for a fictional holiday. **L#13 Shape and Form:** Students design a logo for a sports team.
VA.2.F.3.2	Work with peers to complete a task in art.	All 32 **Creativity Builders** Lesson Plans include an **'Extension'** of the hands-on project. This portion of the lesson is meant to be utilized 'As a group or class project' by the teacher. It outlines the procedure for the teacher to initiate a collaborative session for each activity.
VA.2.F.3.3	Use time effectively while focused on art production to show early development of 21st-century skills.	Each **Creativity Builder** Lesson Plan includes a **'Class Time Needed'** estimation which allows for teacher planning and assessment of student completion in a timely fashion.
Additional Required Benchmarks	Course Number: 5001030	Course Title: Art - Grade 2

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LACC.2.RL.3		Integration of Knowledge and Ideas
LACC.2.RL.1.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**L#2 Messages in Art:** What is the Difference between the story and the Message? Challenge: The fable of the tortoise and the hare is told, and students must choose which is the story and which is the message.
MACC.2.G.1		Reason with shapes and their attributes.
MACC.2.G.1.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)	**L#15 0+1+1+2+3: 'Crunching the Numbers', 'Shapes in Nature',** and **'Who is Fibonacci'.** **L#15 0+1+1+2+3 CB#29 'Gridlocked':** Combine art and math by using a grid structure to copy a picture.
MACC.2.G.1.3	Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.	**L#13 Shape and 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: 'Crunching the Numbers', 'Shapes in Nature'**, and **'Who is Fibonacci'.** Shapes are recognized and drawn in **L#15-0+1+1+2+3: 'Draw a Golden Rectangle', 'Draw a Fibonacci Pentagon'** and **'Draw a Fibonnaci Spiral'.**

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MACC.2.MD.1		Measure and estimate lengths in standard units.
MACC.2.MD.1.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes	**L#15 0+1+1+2+3 CB# 30 'Get Your Proportions Right':** Students make multiple measuring sticks to help recognize proportions in the things that they draw.
SC.2.N.1.5	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).	Students are taught that art elicits a variety of responses: **L#2 Messages in Art:** Artists want you to think about, react to and discuss their work. You don't have to like artworks just because they're famous, and you have a right to decide if they mean something to you. **L#7 Warm & Cool Colors:** Feelings about color can be a little different for everyone, so people can respond differently to it in art.