

		K-12 NY Visual Arts Standards	
STANDARD/ BENCHMARK	STANDARD / BENCHMARK DESCRIPTION	LOCATION(S) WHERE TAUGHT IN Creativity Express	
<p style="text-align: center;">*Key to Creativity Express correlations - New York Visual Arts Standards: There are 16 modules (lessons) and each module has a "Challenges" section plus two "Creativity Builders." The "Creativity Builders" are the activities and application piece/s of the principles taught and learned. As well, there are online lesson plans for each of the 32 "Creativity Builders." *Our coding: Creativity Builder Activity number= CB#_, Lesson number and its name= L#_</p>			
<div>Grades K-12</div>			
1.0: Creating, Performing and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.	Students will make works of art that explore different kinds of subject matter, topics, themes and metaphors. Students will understand and use sensory elements, organizational principles and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Creativity Express: Entire program including the Creativity Builders.	
1a: Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences		L#3-Emphasis L#4-Value L#5-Color L#7-Warm & Cool Colors L#12-Eyes CB #s: 5, 6, 7,8,9, 13 & 23	
1b: Develop their own ideas and images through the exploration and creation of art works based on themes, symbols and events		L#13-Shape & Form (lesson) L#13-Shape & Form/ CB#26	
1c: Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas		L#5-Color L#7-Warm & Cool Colors CB #s: 10	
1d: Reveal through their own art work understanding of how art mediums and techniques influence their creative decisions		L#9-Portraits L#15-0+1+1+2+3 CB#s: 17, 18, 29, 30	

			Students learn the elements and principles and how they work together for effective communication, throughout Creativity Express. Besides being guided in analysis of artworks in the lesson modules, students analyze artworks in many of the Creativity Builders activities and in "My Portfolio."
4	1e: Identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works		<p>While the entire program covers these elements, they are specifically in the following lessons: L#3-Emphasis L#4-Value L#5-Color L#7-Warm & Cool Colors L#8-Line L#10-Movement L#13-Shape & Form</p> <p>As well, they are in the Creativity Builders, "Challenges" and in "My Portfolio."</p>
	1f: Produce a collection of art works, in a variety of mediums, based on a range of individual and collective experiences		
	1g: Know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art		
	1h: Use the elements and principles of art to communicate specific meanings to others in their art work		
	1i: During the creative process, reflect on the effectiveness of selected mediums or techniques to convey intended meanings		
	1j: Identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works and discuss ways to improve them		
	1k: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints		
	1l: Create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images		

	1m: Demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition		
	1n: Reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly		
	1o: Produce comprehensive and well organized commencement portfolios of their work		
	1p: Reveal through their work a broad investigation of a variety of individual ideas and at least one theme explored imaginatively and in depth		
	1q: Give evidence that they have developed an emerging personal style		
	1r: Use selected mediums & techniques and select the most appropriate mediums and techniques to communicate their ideas		
4	2.0	<p>Creating, Performing, and Participating in the Visual Arts.</p> <p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p>	Creativity Builders activities
4	a. Skills, Processes, Materials, and Tools		Creativity Builders activities
4	2.1 Use shading (value) to transform a two-dimensional shape into three-dimensional form (e.g., circle to sphere).		L#4- Value L#13- Shape & Form CB: #8
4	2.2 Use the conventions of facial and figure proportions in a figure study.		L#9-Portraits CB#s: 17, 23
4	2.3 Use additive and subtractive processes in making simple sculptural forms.		L#13-Shape and Form CB#s: 25, 26

4	2.4 Use fibers or other materials to create a simple weaving.		
4	b. Communication and Expression Through Original Works of Art		Creativity Builders activities
4	2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting.		L#9-Portraits L#12-Eyes L#15-0+1+1+2+3 CB#s: 17, 23, 29, 30
4	2.6 Use the interaction between positive and negative space expressively in a work of art.		L#13-Shape & Form CB#s: 25 & 26
4	2.7 Use contrast (light and dark) expressively in an original work of art.		L#3-Emphasis L#4-Value L#5-Color CB#s: 5, 6, 7, 8, 9
4	2.8 Use complementary colors in an original composition to show contrast and emphasis.		L#3-Emphasis L#5-Color L#7-Warm & Cool Colors CB#s: 5, 6, 9, 10, 13

4	3.0 HISTORICAL AND CULTURAL CONTEXT	<p>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts.</p> <p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p>	<p>L#2-Messages in Art: In the past, most people could not read, so people were reminded of oral stories through pictures.</p> <p>L#6-Making Paint: This lesson covers the history of paint in different cultures and time periods. The invention of paint tubes changed where, how and what artists paint.</p> <p>L#9-Portraits: Portraits reflect the time periods and cultures in which they were created. Students look for historical clues in portraits.</p> <p>L#10-Movement: People have created art since early man. The Timeline shows examples and puts them in broad historical perspective.</p> <p>L#11-Time: Artists' creations reflect the culture and time period in which they lived.</p> <p>L#12-Eyes: Artists have depicted eyes to convey emotion. Artists use a "line of sight" to create emphasis. They have used eyes as symbols in art to depict divine guidance or protection from evil.</p> <p>L#15-0+1+1+2+3: Artists throughout history have discovered and made use of connections between math, nature, and art.</p> <p>CB#s: 12, 21</p>
4	a. Role and Development of the Visual Arts		<p>L#1-Art as a Language L#2-Messages in Art L#14-Museums L#16-Inspiration</p>
4	3.1 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture)		<p>L#9-Portraits: Portraits reflect the values of the culture and time period in which they are created. Photographed portraits are representations of who they show. They are art, too.</p> <p>L#11-Time: Art reflects the life and times of the artist.</p> <p>L#14-Museums: Art preserves a record of human history.</p> <p>L#15-0+1+1+2+3: Art and architecture reflect mathematical patterns and proportion found in nature.</p>
4	b. Diversity of the Visual Arts		Creativity Express
4	3.2 Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.		<p>The Creativity Express program explores the content of past and present artworks. Teachers can adapt the Creativity Builders lesson plans to focus on cultures that have contributed to California's history and art heritage.</p>

4	3.3 Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present.		<p>Teachers can adapt existing Creativity Builders lesson plans to focus on religious influence on California art and architecture. As well, in "The Art Gallery," multiple artworks reflect the religious influence of their time periods.</p> <p>Examples of religious influence on art and architecture in Creativity Express: L#1-Art as a Language L#3-Emphasis L# 10-Movement L#13-Shape & Form</p>
4	4.0 AESTHETIC VALUING	<p>Responding to, Analyzing, and Making Judgments About Works in the Visual Arts.</p> <p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p>	<p>Throughout Creativity Express, students can respond to, analyze and make judgments about various artworks. As well, in all the Creativity Builders, students will have the opportunity to create works of art and then assess and derive meaning from these pieces.</p>
4	a. Derive Meaning		
4	4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art.		<p>Students learn throughout Creativity Express how the language of the visual arts helps to clarify personal responses to artworks.</p>

4	<p>4.2 Identify and describe how a person's own cultural context influences individual responses to works of art.</p>		<p>This benchmark is discussed in different parts of Creativity Express.</p> <p>Some examples:</p> <p>L#2-Messages in Art: Discusses the idea that people react differently to artworks, including famous pieces, and that each of us has the right to like or dislike any artwork, based on our individual aesthetic tastes. Students also learn, throughout Creativity Express, that whether or not you like an artist's work, you can analyze if the artist made skillful use of different expressive features and organizational principles to communicate effectively.</p> <p>L#3-Emphasis: Artists use emphasis to draw the viewer's attention to a certain area of their artwork, to better communicate their main idea or message.</p> <p>L#5-Color: An artist uses color contrast for emphasis- to get people to notice an object or a part of the artwork.</p> <p>L#7-Warm & Cool Colors: Artists use warm and cool colors to express different emotions and to make objects advance or recede in an image.</p> <p>L#8-Line: Artists use line and structure to draw the viewer's eye to an area in their artwork.</p> <p>L#9-Portraits: Artists use props as symbolic objects to tell the viewer more about the person depicted.</p> <p>L#12-Eyes: Eyes can show emotion, and a line of sight can direct the viewer's attention to what the artist wants to emphasize in an artwork.</p> <p>As well, students can use the "Artist Cards" and "The Art Gallery" to support the identification and discussion of how one's culture impacts individual responses to artworks.</p>

<p>4 4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.</p>		<p>While the entire program lends itself to supporting this achievement standard, some specific examples are:</p> <p>L#2-Messages in Art/ CB#3: Students design a sign that conveys its message without any words.</p> <p>L#3-Emphasis: CB#5: Students create a movie poster and then three different versions of that poster emphasizing a different element in each version: the movie's hero, villain and title. CB#6: Students design an artwork with three elements, and give one of the elements more emphasis than the other two.</p> <p>L#4-Value/ CB#8: Students not only chose a subject, but they also try out three techniques while using this subject: hatching, blending and stippling.</p> <p>L#5-Color: CB#9: Students color a chameleon to either blend in or stand out, using appropriate colors to accomplish their goals. CB#10: Students create their own logo or sign for a fictional holiday. They are constructing this visual imagery to communicate a message.</p> <p>L#6-Making Paint/ CB#12: Students design an Egyptian sarcophagus using pictures and symbols to depict the life of a pharaoh.</p> <p>L#7-Warm & Cool Colors/ CB#14: Students learn that many personalities are associated with colors. They will design a new superhero and apply warm and cool colors to the various personalities and abilities of their superhero.</p> <p>L#8-Line/ CB#16: Students create an interesting situation for a fictional character and assign an appropriate emotion/s to the character through use of lines.</p> <p>L#12-Eyes/CB#23 & CB#24: Students create and use various eye shapes and facial expressions to convey different emotions.</p> <p>L#14-Museums/CB#27: Students develop an idea for a new museum and design a floor plan that shows the location and installation of all their "exhibits."</p> <p>Media: Throughout the Creativity Builder activities, students experiment with many different kinds of media, techniques and processes, and are reminded to keep in mind the types of media and processes that best achieve their intended communication.</p>
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4	b. Make Informed Judgments		Creativity Express
4	4.4 Identify and describe how various cultures define and value art differently.		Throughout the Creativity Express program, different cultures are discussed and detailed for their contributions to art. As well, the many artists in the program also represent multiple cultures throughout time.
4	4.5 Describe how the individual experiences of an artist may influence the development of specific works of art.		<p>Throughout Creativity Express, this benchmark is represented. Examples of individual experiences behind some specific artworks in Creativity Express:</p> <p>L#3-Emphasis: Claude Monet's historical experience and personal fascination with trains influenced the themes of his artworks.</p> <p>L#6-Making Paint: The colors and types of media available to Monet influenced his being able to quickly paint the changing light in his cathedral paintings.</p> <p>L#7-Warm & Cool Colors: Picasso's Blue Period reflected his personal experience of grief.</p> <p>L#9-Portraits: Rembrandt's self-portraits reflected what he'd experienced at different stages of his life.</p> <p>L#13-Shape and Form: Michelangelo's "The Creation of Adam" due to religious influences</p> <p>In general, influences from personal experience:</p> <p>L#1-Art as a Language L#2-Messages in Art L#6-Making Paint L#9-Portraits L#10-Movement L#11-Time</p>

<p>4 5.0 CONNECTIONS, RELATIONSHIPS & APPLICATIONS</p>	<p>Connecting and Applying what is learned in the visual arts to other art forms, subject areas and to careers.</p> <p>Students apply what they learn in the visual arts across subject areas.</p> <p>They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.</p> <p>They also learn about careers in and related to the visual arts.</p>	<p>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.</p> <p>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.</p> <p>L#3-Emphasis: History- Claude Monet was fascinated with trains because train travel was new when he was alive.</p> <p>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/creating paints</p> <p>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.</p> <p>L#10-Movement: Artworks that portray movement are shown in the context of a broad, simplified historical timeline.</p> <p>L#11-Time: History- Looking at art is a great way to discover how people lived, dressed, etc., in other time periods & cultures.</p> <p>L#12-Eyes: History- Shows how artists have depicted eyes throughout history.</p> <p>L#14-Museums: History- Museums are a link to human history. Lesson covers the history of museums.</p> <p>Art as a Language: CB#2- Language Arts/History- Students discuss how pictures were used in the past to tell familiar stories because most people could not read. Students then create a story without words in the form of a comic book.</p> <p>Making Paint: CB#11-</p>
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4	a. Connections and Applications	
4	5.1 Select a nonobjective painting, work in small groups to interpret it through dance/ movement, and then write a paragraph reporting on the arts experience.	
4	5.2 Identify through research twentieth-century artists who have incorporated symmetry as a part of their work and then create a work of art, using bilateral or radial symmetry.	<p>The subject of symmetry is indirectly explored in the following sections of Creativity Express:</p> <p>L#7-Warm & Cool Colors L#15-0+1+1+2+3</p>

4	b. Visual Literacy		<p>Throughout Creativity Express, this component can be found. Some examples:</p> <p>L#1-Art as a Language: Art is a universal language that has been used to communicate throughout different time periods and cultures.</p> <p>L#2-Message: Throughout history and across cultures, artists have told stories or conveyed messages, through art.</p> <p>L#3-Emphasis</p> <p>L#4-Color: Artists use emphasis, value, and color to convey their messages.</p> <p>L#7-Warm & Cool Colors: Artists use warm/cool colors to evoke emotion.</p> <p>L#8-Line: Artists communicate visually, using different kinds of lines.</p>
4	5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.		<p>Throughout Creativity Express, you can find lessons and activities to support this benchmark. Some particular examples are:</p> <p>L#10-Movement: Timelines</p> <p>L#11-Time: Timelines</p> <p>L#15-0+1+1+2+3: Illustrations and mathematical links to art</p>
4	c. Careers and Career-Related Skills		<p>L#14-Museums</p> <p>L#16-Inspiration</p>
4	5.4 Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.		<p>Throughout Creativity Express, there are stories and information shared on biographical/cultural pieces about various artists. Even more, "The Art Gallery" and "Artist Cards" provide background, such as time period, on the artists and their artworks.</p>
5 - Fifth Grade			
5	1.0 ARTISTIC PERCEPTION	<p>Processing, analyzing, and responding to sensory information through the language and skills unique to the visual arts.</p> <p>Students perceive and respond to works of art, objects in nature, events, and the environment.</p> <p>They also use the vocabulary of the visual arts to express their observations.</p>	Creativity Express: Entire program including the Creativity Builders.
5	a. Develop Perceptual Skills and Visual Arts Vocabulary		Creativity Express: Throughout the entire program, including the "Glossary"
5	1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.		Creativity Express

5	1.2 Identify and describe characteristics of representational, abstract and nonrepresentational works of art.		Some examples: L#1-Art as a Language L#2-Messages in Art L#7-Warm/cool L#8-Line L#9-Portraits L#11-Time
5	b. Analyze Art Elements and Principles of Design		Students learn the elements and principles and how they work together for effective communication, throughout Creativity Express. Besides being guided in analysis of artworks in the lesson modules, students analyze artworks in many of the Creativity Builders activities, and in "My Portfolio."
5	1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.		The knowledge with which students evaluate art 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 and Form Students generally analyze artworks during the Creativity Builder activities and in their Portfolios.
5	2.0 CREATIVE EXPRESSION	Creating, performing, and participating in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	Creativity Builders
5	a. Skills, Processes, Materials, and Tools		Creativity Builders
5	2.1 Use one-point perspective to create the illusion of space.		L#3-Emphasis L#8-Line
5	2.2 Create gesture and contour observational drawings.		L#8-Line L#10-Movement
5	2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer generated art, digital photography, or videography).		The Creativity Builders activities can all be used with traditional art materials and/or a digital paint-drawing program.

5	b. Communication and Expression Through Original Works of Art		Creativity Builders
5	2.4 Create an expressive abstract composition based on real objects.		L#2-Messages in Art: CB#4 L#9-Portraits: CB#18
5	2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.		
5	2.6 Use perspective in an original work of art to create a real or imaginary scene.		L#3-Emphasis: CB# 5 & 6 L#7-Warm & Cool Colors: CB#13 & 14 (advance/recede) L#9-Portraits: CB#17
5	2.7 Communicate values, opinions, or personal insights through an original work of art.		Creativity Builders activities Some examples: L#5-Color/CB#10 L#9-Portraits/CB#17 L#11-Time/CB#22 L#16-Inspiration/CB#32
5	3.0 HISTORICAL AND CULTURAL CONTEXT	<p>Understanding the historical contributions and cultural dimensions of the visual arts.</p> <p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p>	<p>L#2-Messages in Art: In the past, most people could not read, so people were reminded of oral stories through pictures.</p> <p>L#6-Making Paint: This lesson covers the history of paint in different cultures and time periods. The invention of paint tubes changed where, how and what artists paint.</p> <p>L#9-Portraits: Portraits reflect the time periods and cultures in which they were created. Students look for historical clues in portraits.</p> <p>L#10-Movement: People have created art since early man. The Timeline shows examples and puts them in broad historical perspective.</p> <p>L#11-Time: Artists' creations reflect the culture and time period in which they lived.</p> <p>L#12-Eyes: Artists have depicted eyes to convey emotion. Artists use a "line of sight" to create emphasis. They have used eyes as symbols in art to depict divine guidance or protection from evil.</p> <p>L#15-0+1+1+2+3: Artists throughout history have discovered and made use of connections between math, nature, and art.</p> <p>CB#s: 12, 21</p>

5	a. Role and Development of the Visual Arts		L#1-Art as a Language L#2-Messages in Art L#14-Museums L#16-Inspiration
5	3.1 Describe how local and national art galleries and museums contribute to the conservation of art.		L#14-Museums
5	3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide.		In Creativity Express and the Creativity Builders: L#10-Movement L#12-Eyes L#13-Shape and Form "The Art Gallery" and "Artist Cards" give more cultural and time period information about specific artworks.
5	b. Diversity of the Visual Arts		Creativity Express
5	3.3 Identify and compare works of art from various regions of the United States.		Using the "Artist Cards" and "The Art Gallery," students can pull and compare artworks from around the United States as well as around the world.
5	3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time.		Throughout the program, students are able to view numerous artworks from many major cultures. As well, they are able to see some of the changes in the materials and styles applying to each of the cultures. Creativity Express provides a foundation for the study of changes in art over time. L#2-Messages in Art: "The Dutch pretty much invented landscape painting." L#6-Making Paint: Various kinds of paint were available in different cultures and time periods, and the medium used reflects the culture and time period in which a work was created. The invention of paint tubes changed where, how and what artists paint. L#10-Movement: Timeline - Artworks from different time periods and cultures show movement: from cave paintings to car design. L#11-Time: Throughout time and across cultures, artists' creations reflect when, where and how they lived. L#12-Eyes: Students compare art that depicts eyes from various civilizations. L#16-Inspiration: Students learn about Japanese influence on European art.

5	4.0 AESTHETIC VALUING	<p>Responding to, Analyzing, and Making Judgments About Works in the Visual Arts.</p> <p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p>	Throughout Creativity Express, students can respond to, analyze and make judgments about various artworks. As well, in all the Creativity Builders, students will have the opportunity to create works of art and then assess and derive meaning from these pieces.
5	a. Derive Meaning		
5	4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.		<p>Some lessons in which you can find how specific design principles affect personal responses to art are:</p> <p>L#3-Emphasis L#4-Value L#7-Warm & Cool Colors L#10-Movement</p>
5	4.2 Compare the different purposes of a specific culture for creating art.		<p>L#1- Art as a Language and L#2-Messages in Art: These lesson modules explore the ideas that in general, art is used for communication of feelings, of ideas and experiences, or to tell a story.</p> <p>L#8-Line L#9-Portraits: Different cultures had different purposes for portraits.</p>
5	b. Make Informed Judgments		Creativity Express
5	4.3 Develop and use specific criteria as individuals and in groups to assess works of art.		Students develop assessment criteria throughout Creativity Express. They use the criteria for assessment individually, in their Portfolios and in groups through class discussions.
5	4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.		Students assess their own artworks in "My Portfolio".

<p>5 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p>	<p>Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers.</p> <p>Students apply what they learn in the visual arts across subject areas.</p> <p>They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p>	<p>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.</p> <p>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.</p> <p>L#3-Emphasis: History- Claude Monet was fascinated with trains because train travel was new when he was alive.</p> <p>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/creating paints</p> <p>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.</p> <p>L#10-Movement: Artworks that portray movement are shown in the context of a broad, simplified historical timeline.</p> <p>L#11-Time: History- Looking at art is a great way to discover how people lived, dressed, etc., in other time periods & cultures.</p> <p>L#12-Eyes: History- Shows how artists have depicted eyes throughout history.</p> <p>L#14-Museums: History- Museums are a link to human history. Lesson covers the history of museums.</p> <p>L#16-Inspiration: Students get an overview of how art ties into our everyday lives and what careers it is relevant in.</p> <p>Art as a Language: CB#2- Language Arts/History- Students discuss how pictures were used in the past to tell familiar stories because most people could not read. Students then create a story without words</p>
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		<p>in the form of a comic book.</p> <p>Making Paint: CB#11- Social Studies/Science - Students discuss inventions and how they have changed their lives. Students then create their own inventions, drawing an image that shows it in use.</p> <p>Line: CB#16- Language Arts - Students make up a story for a character, using different types of lines to reflect the emotions the character is feeling. Students follow up by writing the story their drawing is telling.</p> <p>Time: CB#21- History- Students review the Time lesson, looking at the way art has changed over the years. Students copy an older work of art, with updated elements.</p> <p>0+1+1+2+3: CB#29-Math- Students use a math-based grid to copy an image from a magazine or other source.</p> <p>CB#30-Math- Students explore and discuss proportions in art, and use math to create tools that help them reflect proportions more accurately in their artwork.</p>
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5	a. Connections and Applications	
5	5.1 Use linear perspective to depict geometric objects in space.	<p>L#8-Line L#15-0+1+1+2+3</p>
5	b. Visual Literacy	<p>Throughout Creativity Express, this component can be found. Some examples:</p> <p>L#1-Art as a Language: Art is a universal language that has been used to communicate throughout different time periods and cultures.</p> <p>L#2-Message: Throughout history and across cultures, artists have told stories or conveyed messages, through art.</p> <p>L#3-Emphasis</p> <p>L#4-Color: Artists use emphasis, value, and color to convey their messages.</p> <p>L#7-Warm & Cool Colors: Artists use warm/cool colors to evoke emotion.</p> <p>L#8-Line: Artists communicate visually, using different kinds of lines.</p>

5	5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.		L#1-Art as a Language L#2-Messages in Art L#3-Emphasis L#5-Color L#Warm & Cool Colors CB#s: 1, 2, 3, 5, 10, 12, 13
5	c. Careers and Career-Related Skills		L#14-Museums
5	5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.		Creativity Express Example: L#16-Inspiration
6 - Sixth Grade			
6	1.0 ARTISTIC PERCEPTION	Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	Creativity Express: Entire program including the Creativity Builders.
6	a. Develop Visual Arts Knowledge and Vocabulary		Creativity Builders: Throughout the entire program, including the "Glossary"

6	<p>1.1 Identify and describe all the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value).</p>		<p>Creativity Express teaches all of these elements as part of working together as a palette of tools which artists choose and combine. The following lesson modules focus on the elements and principles:</p> <p>L#1-Art as a Language: Students learn how symbols have been used throughout history to communicate ideas. Then, they apply what they learn to share their ideas in CB#1 and CB#2.</p> <p>L#2-Messages in Art: Students learn how messages and stories have been shared in works of art throughout time. Once again, a function of the artwork is communication.</p> <p>L#3-Emphasis: Students are exposed to how artists use emphasis in art to place focus on a particular part of a composition. As well, how structure creates order in artworks.</p> <p>L#4-Value: Students gain insight to the artistic principle of value as well as how light/ dark values can affect art and the world around us.</p> <p>L#5-Color: Students learn how different colors work together through blending as well as creation of new colors and contrast.</p> <p>L#7-Warm & Cool Colors: This lesson exposes students to the idea of warm and cool colors and their affect on the mood plus feel of works of art.</p> <p>L#8-Line: Students learn about line/s and how it creates emotion/s in art.</p> <p>L#9-Portraits: Students understand how portraits reflect an individual's qualities and personality and how they have been used in various cultures throughout time.</p> <p>L#10-Movement: This lesson shares how different techniques are used to show movement or stillness within a work of art.</p> <p>L#11-Time: Students learn that a function of art can be to capture a moment or moments in time.</p> <p>L#13-Shape & Form: Students learn the differences between shape and form as well as how shading and volume affect them both.</p> <p>L#15-0+1+1+2+3: Students connect how art and math relate to each other and work together.</p> <p>To find specific artworks, look in the following sections: Creativity Express modules, "The Art Gallery" and "Artist Cards." Students analyze their own artworks in My Portfolio for effective use of line, color, value, etc.</p>

6	1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.	<p>Throughout Creativity Express, many themes, genres, styles, ideas and differences in media are discussed as well as practiced (Creativity Builders).</p> <p>Some examples are-</p> <p>Personal experience/observation: L#7-Warm & Cool Colors: Grief as seen in Picasso's Blue Period L#9-Portraits: Portraits of people in one's life</p> <p>Religious themes: L#10-Movement: Timeline-ritual dance of cave dwellers L#2-Messages in Art: The Creation of Adam L#9-Portraits: Important or interesting people, people who can afford to be painted; use of symbols to show power, wealth, beauty, learning, or religious devotion L#13-Shape and Form: Holiness: symbolized by the circle, such as in the Notre Dame Rosette window</p> <p>Historical themes: L#2-Messages in Art: Portrait of George Washington L#11-Time: What people wore in different time periods and cultures, the games they played and the work they did. Characters introduced include: Napoleon, Van Gogh and Newton.</p> <p>Some of the genres included throughout are: Impressionism, realism, surrealism, cubism, Ukiyo-e, Pointillism and Post-Impressionist.</p> <p>Some of the ideas included throughout are: Political/social commentary, persuasion and sway public opinion (i.e. portraits and statues of political figures were sometimes exaggerated to make them look more powerful)</p> <p>Media: From using a variety of media in the Creativity Builders, students learn differences among art materials, techniques and processes while seeing the different effects they create in their art. Some of the lessons teach this, as well.</p>
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6	1.3 Describe how artists can show the same theme by using different media and styles.	Creativity Builders activities
6	b. Analyze Art Elements and Principles of Design	Students learn the elements and principles and how they work together for effective communication, throughout Creativity Express. Besides being guided in analysis of artworks in the lesson modules, students analyze artworks in many of the Creativity Builders activities and in "My Portfolio."

6	1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).		L#3-Emphasis: Structure and contrast L#7-Warm & Cool Colors: Bilateral symmetry L#15-0+1+1+2+3
6	2.0 CREATIVE EXPRESSION	Creating, Performing, and Participating in the Visual Arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	Creativity Builders activities
6	a. Skills, Processes, Materials, and Tools		Creativity Builders activities
6	2.1 Use various observational drawing skills to depict a variety of subject matter.		L#3-Emphasis L#8-Line
6	2.2 Apply the rules of two-point perspective in creating a thematic work of art.		
6	2.3 Create a drawing, using varying tints, shades, and intensities.		L#3-Emphasis L#4-Value L#5-Color L#7-Warm/cool CB#s: 5, 6, 7, 8, 9, 10, 13, 14
6	b. Communication and Expression Through Original Works of Art		Creativity Builders activities
6	2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.		Creativity Express lesson modules and the Creativity Builders activities
6	2.5 Select specific media and processes to express moods, feelings, themes, or ideas.		Throughout Creativity Express, various media and processes are used in the lessons. As well, in the Creativity Builders, students select from among suggested art materials, techniques and processes, to achieve different expressive effects.
6	2.6 Use technology to create original works of art.		Creativity Builders activities: For each activity, students have the option to use traditional art materials or a digital paint/drawing program.

6	3.0 HISTORICAL AND CULTURAL CONTEXT	<p>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts.</p> <p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p>	<p>L#2-Messages in Art: In the past, most people could not read, so people were reminded of oral stories through pictures.</p> <p>L#6-Making Paint: This lesson covers the history of paint in different cultures and time periods. The invention of paint tubes changed where, how and what artists paint.</p> <p>L#9-Portraits: Portraits reflect the time periods and cultures in which they were created. Students look for historical clues in portraits.</p> <p>L#10-Movement: People have created art since early man. The Timeline shows examples and puts them in broad historical perspective.</p> <p>L#11-Time: Artists' creations reflect the culture and time period in which they lived.</p> <p>L#12-Eyes: Artists have depicted eyes to convey emotion. Artists use a "line of sight" to create emphasis. They have used eyes as symbols in art to depict divine guidance or protection from evil.</p> <p>L#15-0+1+1+2+3: Artists throughout history have discovered and made use of connections between math, nature, and art.</p> <p>CB#s: 12, 21</p>
6	a. Role and Development of the Visual Arts		<p>L#1-Art as a Language L#2-Messages in Art L#14-Museum L#16-Inspiration</p>
6	3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).		<p>Creativity Express can be used as an electronic resource for such research, as it discusses the many roles of the visual arts throughout history.</p> <p>Some examples:</p> <p>L#2-Messages in Art: In the ancient world, most people couldn't read, so stories were told with pictures.</p> <p>L#6-Making Paint: The invention of paint tubes changed where, how and what artists paint.</p> <p>L#9-Portraits: Timeline-comparing what portraits were like and why they were created in different time periods and cultures. Portraits reflect the time periods and cultures in which they were created.</p> <p>L#10-Movement: Timeline-People have created art since early man. The timeline shows examples and puts them in broad historical perspective.</p> <p>L#11-Time: Throughout time and across cultures, artists' creations reflect where and when they lived.</p>

6	3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.		<p>Throughout the program, students are able to view numerous artworks from many major cultures. As well, they are able to see some of the changes in the materials and styles applying to each of the cultures. Creativity Express provides a foundation for the study of changes in art over time.</p> <p>L#2-Messages in Art: "The Dutch pretty much invented landscape painting."</p> <p>L#6-Making Paint: Various kinds of paint were available in different cultures and time periods, and the medium used reflects the culture and time period in which a work was created. The invention of paint tubes changed where, how and what artists paint.</p> <p>L#10-Movement: Timeline - Artworks from different time periods and cultures show movement: from cave paintings to car design.</p> <p>L#11-Time: Throughout time and across cultures, artists' creations reflect when, where and how they lived.</p> <p>L#12-Eyes: Students compare art that depicts eyes from various civilizations.</p> <p>L#16-Inspiration: Students learn about Japanese influence on European art.</p>
6	b. Diversity of the Visual Arts		Creativity Express
6	3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.		<p>Creativity Express exposes students to images and designs from many different cultures.</p> <p>Some examples are:</p> <p>L#12-Eyes: Students compare how various civilizations have depicted eyes, as well as how they used eyes as symbols in art.</p> <p>L#16-Inspiration: Students compare artworks from western culture to Japanese artworks that inspired them.</p> <p>From these and other lesson modules, teachers can develop written and oral exercises that call for cultural comparison of images or designs.</p>
6	4.0 AESTHETIC VALUING	<p>Responding to, Analyzing, and Making Judgments About Works in the Visual Arts.</p> <p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p>	<p>Throughout Creativity Express, students can respond to, analyze and make judgments about various artworks. As well, in all the Creativity Builders, students will have the opportunity to create works of art and then assess and derive meaning from these pieces.</p>
6	a. Derive Meaning		

6	4.1 Construct and describe plausible interpretations of what they perceive in works of art.		Creativity Express provides a foundation for informed analysis and interpretation of artworks. As well, due to the structure of the program, this can be student and/or teacher led.
6	4.2 Identify and describe ways in which their culture is being reflected in current works of art.		Creativity Express provides a foundation for cultural interpretation of artworks.
6	b. Make Informed Judgments		Creativity Express provides a foundation for informed analysis and interpretation of artworks.
6	4.3 Develop specific criteria as individuals or in groups to assess and critique works of art.		Students develop assessment criteria throughout Creativity Express. They use the criteria for assessment individually, in their Portfolios and in groups through class discussions.
6	4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes.		Teachers can adapt student portfolio assessment so that it is followed by student revision of their critiqued artwork, including articulation of explanations for the changes they made.

<p>6 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p>	<p>Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers.</p> <p>Students apply what they learn in the visual arts across subject areas.</p> <p>They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.</p> <p>They also learn about careers in and related to the visual arts.</p>	<p>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.</p> <p>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.</p> <p>L#3-Emphasis: History- Claude Monet was fascinated with trains because train travel was new when he was alive.</p> <p>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/creating paints</p> <p>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.</p> <p>L#10-Movement: Artworks that portray movement are shown in the context of a broad, simplified historical timeline.</p> <p>L#11-Time: History- Looking at art is a great way to discover how people lived, dressed, etc., in other time periods & cultures.</p> <p>L#12-Eyes: History- Shows how artists have depicted eyes throughout history.</p> <p>L#14-Museums: History- Museums are a link to human history. Lesson covers the history of museums.</p> <p>Art as a Language: CB#2- Language Arts/History- Students discuss how pictures were used in the past to tell familiar stories because most people could not read. Students then create a story without words in the form of a comic book.</p> <p>Making Paint: CB#11- Social Studies/Science - Students discuss inventions and how</p>
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			<p>they have changed their lives. Students then create their own inventions, drawing an image that shows it in use.</p> <p>Line: CB#16- Language Arts - Students make up a story for a character, using different types of lines to reflect the emotions the character is feeling. Students follow up by writing the story their drawing is telling.</p> <p>Time: CB#21- History- Students review the Time lesson, looking at the way art has changed over the years. Students copy an older work of art, with updated elements.</p> <p>0+1+1+2+3: CB#29- Math- Students use a math-based grid to copy an image from a magazine or other source.</p> <p>CB#30-Math- Students explore and discuss proportions in art, and use math to create tools that help them reflect proportions more accurately in their artwork.</p>
6			
6	a. Connections and Applications		
6	5.1 Research how art was used in theatrical productions in the past and in the present.		
6	5.2 Research how traditional characters (such as the trickster) found in a variety of cultures past and present are represented in illustrations.		
6	5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.		<p>In the Creativity Builders, there is opportunity to expand and alter the current activities and lesson plans. Some of the activities better support this achievement standard than others.</p> <p>Some examples: L#5-Color/ CB#10 L#6-Making Paint/CB#12</p>

6	b. Visual Literacy		<p>Throughout Creativity Express, this component can be found.</p> <p>Some examples: L#1-Art as a Language: Art is a universal language that has been used to communicate throughout different time periods and cultures. L#2-Message: Throughout history and across cultures, artists have told stories or conveyed messages, through art. L#3-Emphasis L#4-Color: Artists use emphasis, value, and color to convey their messages. L#7-Warm & Cool Colors: Artists use warm/cool colors to evoke emotion. L#8-Line: Artists communicate visually, using different kinds of lines.</p>
6	5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.		<p>Teachers can use the ideas about effective communication of emotion, story and ideas from Creativity Express, to explain how advertisers sometimes use these tools to sway consumers' opinions.</p> <p>An example: L#7-Warm & Cool Colors/CB#13</p>
6	c. Careers and Career-Related Skills		<p>L#14-Museums L#16- Inspiration</p>
6	5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.		L#14-Museums
7 - Seventh Grade			
7	1.0 ARTISTIC PERCEPTION	<p>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts.</p> <p>Students perceive and respond to works of art, objects in nature, events, and the environment.</p> <p>They also use the vocabulary of the visual arts to express their observations.</p>	Creativity Express: Entire program including the Creativity Builders.
7	a. Develop Perceptual Skills and Visual Arts Vocabulary		Creativity Builders: Throughout the entire program, including the "Glossary"

<p>7 1.1 Describe the environment and selected works of art, using the elements of art and the principles of design.</p>		<p>Creativity Express teaches all of these elements as part of working together as a palette of tools which artists choose and combine. The following lesson modules focus on the elements and principles:</p> <p>L#1-Art as a Language: Students learn how symbols have been used throughout history to communicate ideas. Then, they apply what they learn to share their ideas in CB#1 and CB#2.</p> <p>L#2-Messages in Art: Students learn how messages and stories have been shared in works of art throughout time. Once again, a function of the artwork is communication.</p> <p>L#3-Emphasis: Students are exposed to how artists use emphasis in art to place focus on a particular part of a composition. As well, how structure creates order in artworks.</p> <p>L#4-Value: Students gain insight to the artistic principle of value as well as how light/dark values can affect art and the world around us.</p> <p>L#5-Color: Students learn how different colors work together through blending as well as creation of new colors and contrast.</p> <p>L#7-Warm & Cool Colors: This lesson exposes students to the idea of warm and cool colors and their affect on the mood plus feel of works of art.</p> <p>L#8-Line: Students learn about line/s and how it creates emotion/s in art.</p> <p>L#9-Portraits: Students understand how portraits reflect an individual's qualities and personality and how they have been used in various cultures throughout time.</p> <p>L#10-Movement: This lesson shares how different techniques are used to show movement or stillness within a work of art.</p> <p>L#11-Time: Students learn that a function of art can be to capture a moment or moments in time.</p> <p>L#13-Shape & Form: Students learn the differences between shape and form as well as how shading and volume affect them both.</p> <p>L#15-0+1+1+2+3: Students connect how art and math relate to each other and work together.</p> <p>To find specific artworks, look in the following sections: Creativity</p>
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			Express modules, "The Art Gallery" and "Artist Cards." Students analyze their own artworks in My Portfolio for effective use of line, color, value, etc.
7			
7	1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.		L#9-Portraits L#15-0+1+1+2+3: Grids and mathematical proportion/s
7	b. Analyze Art Elements and Principles of Design		Students learn the elements and principles and how they work together for effective communication, throughout Creativity Express. Besides being guided in analysis of artworks in the lesson modules, students analyze artworks in many of the Creativity Builders activities, and in "My Portfolio."
7	1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).		L#3-Emphasis: One-point perspective L#7-Warm & Cool Colors: Foreground/ background created through use of warm and cool colors L#8-Line: Horizon line L#13-Shape and Form: Shading and lighting are used to show depth and to create the illusion of form
7	1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.		Students do this in "My Portfolio," for many of their artworks created in the Creativity Builders lessons.
7	2.0 CREATIVE EXPRESSION	Creating, Performing, and Participating in the Visual Arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	Creativity Builders activities
7	a. Skills, Processes, Materials, and Tools		Creativity Builders activities
7	2.1 Develop increasing skill in the use of at least three different media.		Creativity Builders activities
7	2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface.		L#7-Warm & Cool Colors: Foreground/ background created through use of warm and cool colors) L#8-Line: Horizon line L#13-Shape and Form: Shading and lighting are used to show depth and to create the illusion of form
7	2.3 Develop skill in using mixed media while guided by a selected principle of design.		Creativity Builders activities

7	2.4 Develop skill in mixing paints and showing color relationships.		L#5-Color L#6-Making Paint L#7-Warm & Cool Colors CB#s: 9, 10, 11, 12, 13, 14
7	b. Communication and Expression Through Original Works of Art		Creativity Builders activities
7	2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.		This can be found in many Creativity Builders activities. Some examples: L#7-Warm & Cool Colors, CB#14 L#9-Portraits, CB#18
7	2.6 Create an original work of art, using film, photography, computer graphics, or video.		<u>Computer Graphics: Students do beginning computer graphics exercises in the digital Creativity Builders activities.</u>
7	2.7 Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.		This applies to the Creativity Builders activities, especially in: L#1-Art as a Language, CB#2 L#11-Time: CB#s 21, 22
7	3.0 HISTORICAL AND CULTURAL CONTEXT	<p>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts.</p> <p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p>	<p>L#2-Messages in Art: In the past, most people could not read, so people were reminded of oral stories through pictures.</p> <p>L#6-Making Paint: This lesson covers the history of paint in different cultures and time periods. The invention of paint tubes changed where, how and what artists paint.</p> <p>L#9-Portraits: Portraits reflect the time periods and cultures in which they were created. Students look for historical clues in portraits.</p> <p>L#10-Movement: People have created art since early man. The Timeline shows examples and puts them in broad historical perspective.</p> <p>L#11-Time: Artists' creations reflect the culture and time period in which they lived.</p> <p>L#12-Eyes: Artists have depicted eyes to convey emotion. Artists use a "line of sight" to create emphasis. They have used eyes as symbols in art to depict divine guidance or protection from evil.</p> <p>L#15-0+1+1+2+3: Artists throughout history have discovered and made use of connections between math, nature, and art.</p> <p>CB#s: 12, 21</p>

7	3.1 Research and describe how art reflects cultural values in various traditions throughout the world.		<p>Creativity Express aids such research, as it exposes students to art from many different cultures and through teaching them how art reflects cultural values in various traditions.</p> <p>Some examples:</p> <p>L#2-Messages in Art: Michelangelo, Sistine Chapel. In 1512, most people couldn't read and were reminded of oral stories through pictures. Dutch landscapes show national pride.</p> <p>L#3-Emphasis: Claude Monet's "Arrival of the Normandy Train" is used to explain that trains were a new invention at the time.</p> <p>L#6-Making Paint: Students explore the history of paint in different cultures and time periods, and the influence that it had on what and how artists painted. The invention of paint tubes changed where, how and what artists paint.</p> <p>L#9-Portraits: Portraits are influenced by the time periods and cultures in which they were created.</p> <p>L#11-Time: Artists' creations are influenced by where, when and how they live.</p> <p>L#12-Eyes: Shows artworks from Egypt, Greece, Rome, Japan, Tibet, Africa, Native North America, Mayan civilization, India, France, Netherlands.</p> <p>L#13-Shape and Form: Shows Native American cliff art and Taos, New Mexico church architecture.</p> <p>L#15-0+1+1+2+3: In this lesson, students view specific artworks from various time periods and cultures in which the artists used math.</p> <p>L#16-Inspiration: Artists are influenced by other artists of their time and culture, or by other times and cultures. Understanding this influence helps to understand their artwork. For example, how many European artists were influenced by Japanese art and artists.</p>
7	b. Diversity of the Visual Arts		Creativity Express
7	3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.		<p>Throughout Creativity Express, multiple artworks are discussed and presented, all of them stemming from various periods in time, cultures and/or styles. "The Art Gallery" houses all the artworks within the program and can be a resource for the comparison and contrast of the pieces.</p>

7	4.0 AESTHETIC VALUING	Responding to, Analyzing, and Making Judgments About Works in the Visual Arts	
	Responding to, Analyzing, and Making Judgments About Works in the Visual Arts	Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.	<p>In all of the Creativity Builders, students are encouraged to share and compare their uses of color, medium and design to better understand the effectiveness of their choices.</p> <p>L#1-Art as a Language: Art is a universal language for communication and self-expression.</p> <p>L#2-Messages in Art: Art is used to tell a story, convey a message, express emotion and opinion. Art gets people to react, think and discuss.</p> <p>CB#3- Students create signs that convey a message, then they share the signs and assess the results. Are the meanings clear? What could be changed to make the meaning/s clearer?</p> <p>L#5-Color: Use of color in designs for effective advertising.</p> <p>CB#9- Students color a chameleon to either blend into chosen surroundings, or stand out. Students compare results. Did their choices of color and medium achieve the desired effect?</p> <p>L#8-Line: Use of lines in design. Students work with lines in a movie poster.</p> <p>L#9-Portraits: Portraits are used to remember family, record faces/personalities of historical figures, influence public opinion.</p> <p>CB#17- Students create a self-portrait of themselves in the future. Comparing portraits on completion, students guess who each portrait represents and discuss the effective use of props and backgrounds to describe their future selves.</p> <p>L#10-Movement: Use movement in art to communicate the excitement of an experience. Movement in art helps to show people places they have never visited. Movement is used in designs; such as the design for a fast car.</p> <p>L#11-Time: Artists provide a record of the way people lived in different time periods.</p> <p>L#13-Shape and Form: Create a logo for a sports team shirt.</p> <p>L#15-0+1+1+2+3: Artists design ceremonial objects.</p>
7	4.0, continued		
7	a. Derive Meaning		

7	4.1 Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.		<p>In "My Portfolio" (Students explain the intent behind their works of art.)</p> <p>Some examples:</p> <p>Messages in Art: CB#3- Students create signs that convey a message, then they share the signs and assess the results. Are the meanings clear? What could be changed to make the meaning/s clearer?</p> <p>Color: CB#9- Students color a chameleon to either blend into chosen surroundings, or stand out. Students compare results. Did their choices of color and medium achieve the desired effect?</p> <p>Portraits: CB#17- Students create a self-portrait of themselves in the future. Comparing portraits on completion, students guess who each portrait represents and discuss the effective use of props and backgrounds to describe their future selves.</p>
7	4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.		<p>Students are guided in analysis of artworks throughout Creativity Express (interactive exercises, "Challenges" and Creativity Builders activities). As well, they can use "The Art Gallery" for this standard.</p> <p>Some examples:</p> <p>L#2-Messages in Art/ CB#3: Students design a sign that conveys its message without any words.</p> <p>L#3-Emphasis: CB#6: Students design an artwork with three elements, and give one of the elements more emphasis than the other two.</p> <p>L#5-Color: CB#10: Students create their own logo or sign for a fictional holiday. They are constructing this visual imagery to communicate a message.</p> <p>L#6-Making Paint/ CB#12: Students design an Egyptian sarcophagus using pictures and symbols to depict the life of a pharaoh.</p> <p>L#7-Warm & Cool Colors/ CB#14: Students learn that many personalities are associated with colors. They will design a new superhero and apply warm and cool colors to the various personalities and abilities of their superhero.</p> <p>L#12-Eyes/CB#23 & CB#24: Students create and use various eye shapes and facial expressions to convey different emotions.</p>
7	b. Make Informed Judgments		Creativity Express

7	4.3 Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.		The Creativity Express lessons in which the class views artworks together can be adapted to include discussion of the artistic value of specific works of art.
7	4.4 Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.		Students develop assessment criteria throughout Creativity Express. They use the criteria for assessment individually, in their Portfolios and in groups through class discussions. They consider the artists' use of the elements and principles, in addition to forming assessments using various other criteria.
7	4.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the work.		Students do this in "My Portfolio"; teachers can call for this kind of personal artwork assessment when it is not specifically requested by the lesson.

<p>7 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p>	<p>Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers.</p> <p>Students apply what they learn in the visual arts across subject areas.</p> <p>They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.</p> <p>They also learn about careers in and related to the visual arts.</p>	<p>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.</p> <p>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.</p> <p>L#3-Emphasis: History- Claude Monet was fascinated with trains because train travel was new when he was alive.</p> <p>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/creating paints</p> <p>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.</p> <p>L#10-Movement: Artworks that portray movement are shown in the context of a broad, simplified historical timeline.</p> <p>L#11-Time: History- Looking at art is a great way to discover how people lived, dressed, etc., in other time periods & cultures.</p> <p>L#12-Eyes: History- Shows how artists have depicted eyes throughout history.</p> <p>L#14-Museums: History- Museums are a link to human history. Lesson covers the history of museums.</p> <p>Art as a Language: CB#2- Language Arts/History- Students discuss how pictures were used in the past to tell familiar stories because most people could not read. Students then create a story without words in the form of a comic book.</p> <p>Making Paint: CB#11- Social Studies/Science - Students discuss inventions and how</p>
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		<p>they have changed their lives. Students then create their own inventions, drawing an image that shows it in use.</p> <p>Line: CB#16- Language Arts - Students make up a story for a character, using different types of lines to reflect the emotions the character is feeling. Students follow up by writing the story their drawing is telling.</p> <p>Time: CB#21- History- Students review the Time lesson, looking at the way art has changed over the years. Students copy an older work of art, with updated elements.</p> <p>0+1+1+2+3: CB#29- Math- Students use a math-based grid to copy an image from a magazine or other source.</p> <p>CB#30- Math- Students explore and discuss proportions in art, and use math to create tools that help them reflect proportions more accurately in their artwork.</p>
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7		
7	a. Connections and Applications	
7	5.1 Study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture.	Students can use the artworks from "The Art Gallery" and/or the "Artist Cards" to select an era and then link it up to music within that same time period. This creates a foundation from which they can then create a multimedia presentation.
7	5.2 Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.	<p>Creativity Express Creativity Builders</p> <p>To see examples of major pieces, view "The Art Gallery" or the "Artist Cards."</p>
7	b. Visual Literacy	<p>Throughout Creativity Express, this component can be found. Some examples:</p> <p>L#1-Art as a Language: Art is a universal language that has been used to communicate throughout different time periods and cultures.</p> <p>L#2-Message: Throughout history and across cultures, artists have told stories or conveyed messages, through art.</p> <p>L#3-Emphasis</p> <p>L#4-Color: Artists use emphasis, value, and color to convey their messages.</p> <p>L#7-Warm & Cool Colors: Artists use warm/cool colors to evoke emotion.</p> <p>L#8-Line: Artists communicate visually, using different kinds of lines.</p>

7	5.3 Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.		L#9-Portraits: An introduction to this concept L#13-Shape & Form: 3-D
7	c. Careers and Career-Related Skills		L#14-Museums L#16-Inspiration
7	5.4 Identify professions in or related to the visual arts and some of the specific skills needed for those professions.		L#14-Museums L#16-Inspiration
8 - Eighth Grade			
8	1.0 ARTISTIC PERCEPTION	Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	Creativity Express: Throughout the entire program, including the Creativity Builders
8	a. Develop Perceptual Skills and Visual Arts Vocabulary		Creativity Builders: Throughout the entire program, including the "Glossary"
8	1.1 Use artistic terms when describing the intent and content of works of art.		Students will be able to do this through successful completion of Creativity Express. The 16 lesson modules provide a foundation. As well, they can be supported with the vocabulary by using the "Glossary" and "The Art Gallery."
8	b. Analyze Art Elements and Principles of Design		Students learn the elements and principles and how they work together for effective communication, throughout Creativity Express. Besides being guided in analysis of artworks in the lesson modules, students analyze artworks in many of the Creativity Builders activities and in "My Portfolio."
8	1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.		My Portfolio.
8	1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.		Students learn that the elements and principles can be used in basic computer graphic design in several lessons. For example: L#3-Emphasis: CB#5, Design an effective movie poster L#5-Color: CB#10, Design an effective logo

8	2.0 CREATIVE EXPRESSION	Creating, Performing, and Participating in the Visual Arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	Creativity Builders activities
8	a. Skills, Processes, Materials, and Tools		Creativity Builders activities
8	2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).		Students will be able to do this after completing the Creativity Builders activities of Creativity Express.
8	2.2 Design and create maquettes for three-dimensional sculptures.		
8	b. Communication and Expression Through Original Works of Art		Creativity Builders activities "My Portfolio"
8	2.3 Create an original work of art, using film, photography, computer graphics, or video.		Students can create original works of art using computer graphics (or traditional art materials) in the Creativity Builders activities.
8	2.4 Design and create an expressive figurative sculpture.		L#13-Shape & Form: CB#26
8	2.5 Select a medium to use to communicate a theme in a series of works of art.		This applies to the Creativity Builders activities, especially in: L#1-Art as a Language: CB#2 L#11-Time: CB#'s 21, 22
8	2.6 Design and create both additive and subtractive sculptures.		L#13-Shape & Form (lesson) L#13-Shape & Form/ CB#26
8	2.7 Design a work of public art appropriate to and reflecting a location.		Creativity Builders

8	3.0 HISTORICAL AND CULTURAL CONTEXT	<p>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts.</p> <p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p>	<p>L#2-Messages in Art: In the past, most people could not read, so people were reminded of oral stories through pictures.</p> <p>L#6-Making Paint: This lesson covers the history of paint in different cultures and time periods. The invention of paint tubes changed where, how and what artists paint.</p> <p>L#9-Portraits: Portraits reflect the time periods and cultures in which they were created. Students look for historical clues in portraits.</p> <p>L#10-Movement: People have created art since early man. The Timeline shows examples and puts them in broad historical perspective.</p> <p>L#11-Time: Artists' creations reflect the culture and time period in which they lived.</p> <p>L#12-Eyes: Artists have depicted eyes to convey emotion. Artists use a "line of sight" to create emphasis. They have used eyes as symbols in art to depict divine guidance or protection from evil.</p> <p>L#15-0+1+1+2+3: Artists throughout history have discovered and made use of connections between math, nature, and art.</p> <p>CB#s: 12, 21</p>
8	a. Role and Development of the Visual Arts		<p>L#1-Art as a Language L#2-Messages in Art L#14-Museum L#16-Inspiration</p>
8	3.1 Examine and describe or report on the role of a work or art created to make a social comment or protest social conditions.		<p>L#2-Messages in Art "The Art Gallery"</p> <p>Specific artists (and artworks) found within Creativity Express that are known for their social commentary are: Picasso-Guernica Duchamp-Fountain Daumier-Numerous prints J.L. David- The Death of Marat Goya-The Third of May</p>

8	3.2 Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.		<p>Throughout Creativity Express, multiple artworks are discussed and presented, all of them stemming from various periods in time, cultures and/or styles. Creativity Express exposes students to images and designs from western and non-western cultures.</p> <p>In addition, "The Art Gallery" houses all the artworks within the program and can be a resource for the comparison and contrast of the pieces.</p> <p>Some examples:</p> <p>L#6-Making Paint: Compares different media used in different time periods plus the invention of paint tubes and how that changed where, how and what artists paint.</p> <p>L#9-Portraits: Compares portraits from various cultures and time periods</p> <p>L#10-Movement: Timeline-People have created art that shows movement since early man. The Timeline shows examples and puts them in historical perspective.</p> <p>L#12-Eyes: Students compare how various civilizations, western and non-western, have depicted eyes, as well as how different cultures have used eyes as cultural symbols in art.</p> <p>L#15-0+1+1+2+3: This lesson examines the use of mathematical proportions in Egyptian and Greek art.</p> <p>L#16-Inspiration:</p> <p>In this lesson module, students compare artworks from western culture which were inspired by Japanese artworks.</p>
8	b. Diversity of the Visual Arts		<p>Throughout Creativity Express and most particularly in:</p> <p>"The Art Gallery"</p> <p>Creativity Builders</p>
8	3.3 Identify major works of art created by women and describe the impact of those works on society at that time.		<p>Students can use "The Art Gallery" to not only find major artworks by women but also to gain more insight on the specific time periods and backgrounds of the artists. This can serve as a foundation for deeper research into how specific works impacted society in the various time periods.</p>
8	3.4 Discuss the contributions of various immigrant cultures to the art of a particular society.		<p>"The Art Gallery" and "Artist Cards"</p>

8	4.0 AESTHETIC VALUING	<p>Responding to, Analyzing, and Making Judgments About Works in the Visual Arts.</p> <p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p>	<p>In all of the Creativity Builders, students are encouraged to share and compare their uses of color, medium and design to better understand the effectiveness of their choices.</p> <p>L#1-Art as a Language: Art is a universal language for communication and self-expression.</p> <p>L#2-Messages in Art: Art is used to tell a story, convey a message, express emotion and opinion. Art gets people to react, think and discuss.</p> <p>CB#3- Students create signs that convey a message, then they share the signs and assess the results. Are the meanings clear? What could be changed to make the meaning/s clearer?</p> <p>L#5-Color: Use of color in designs for effective advertising.</p> <p>CB#9- Students color a chameleon to either blend into chosen surroundings, or stand out. Students compare results. Did their choices of color and medium achieve the desired effect?</p> <p>L#8-Line: Use of lines in design. Students work with lines in a movie poster.</p> <p>L#9-Portraits: Portraits are used to remember family, record faces/personalities of historical figures, influence public opinion.</p> <p>CB#17- Students create a self-portrait of themselves in the future. Comparing portraits on completion, students guess who each portrait represents and discuss the effective use of props and backgrounds to describe their future selves.</p> <p>L#10-Movement: Use movement in art to communicate the excitement of an experience. Movement in art helps to show people places they have never visited. Movement is used in designs; such as the design for a fast car.</p> <p>L#11-Time: Artists provide a record of the way people lived in different time periods.</p> <p>L#13-Shape and Form: Create a logo for a sports team shirt.</p> <p>L#15-0+1+1+2+3: Artists design ceremonial objects.</p>
8			
8	a. Derive Meaning		

8	4.1 Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.		<p>In "My Portfolio," students explain the intent behind their works of art. This serves as a foundation for this standard.</p> <p>Some examples: Messages in Art: CB#3- Students create signs that convey a message, then they share the signs and assess the results. Are the meanings clear? What could be changed to make the meaning/s clearer?</p> <p>Color: CB#9- Students color a chameleon to either blend into chosen surroundings, or stand out. Students compare results. Did their choices of color and medium achieve the desired effect?</p> <p>Portraits: CB#17- Students create a self-portrait of themselves in the future. Comparing portraits on completion, students guess who each portrait represents and discuss the effective use of props and backgrounds to describe their future selves.</p> <p>As well, they can connect this piece to "The Art Gallery" where all the artworks within our program reside. "The Art Gallery" houses pieces from artists from various cultural backgrounds as well as different periods of time.</p>
8	4.2 Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.		<p><u>Creativity Express builds a foundation for developing theories about an artist's intent. Students learn, for example, that intent can be conveyed through effective use of the elements and principles.</u></p> <p>Some examples: <u>L#3-Emphasis: Emphasis shows intent</u> <u>L#4-Value: Students learn that artists make choices about value, according to what they want to emphasize.</u> <u>L#5-Color: Artists make color choices that have certain effects, and that convey intended ideas or feelings.</u> <u>L#7-Warm & Cool Colors: Intent to create emphasis or a mood can be realized through effective use of warm and cool colors.</u> <u>L#8-Line: Artists use different types of line to convey intended meaning.</u></p>
8	4.2, continued		<p>L#9-Portraits: The choices artists make show how they feel about the subject. L#13-Shape and Form: When artists decide what they want to say with their art, they can choose if shapes or forms are the best way to say it. Plus, artists use lighting for intended emphasis.</p>

<p>8 4.3 Construct an interpretation of a work of art based on the form and content of the work.</p>		<p>Students are guided in analysis of artworks throughout Creativity Express (interactive exercises, "Challenges" and Creativity Builders activities). As well, they can use "The Art Gallery" for this standard.</p> <p>Some examples: L#2-Messages in Art/ CB#3: Students design a sign that conveys its message without any words.</p> <p>L#3-Emphasis/ CB#6: Students design an artwork with three elements, and give one of the elements more emphasis than the other two.</p> <p>L#5-Color/ CB#10: Students create their own logo or sign for a fictional holiday. They are constructing this visual imagery to communicate a message.</p> <p>L#6-Making Paint/ CB#12: Students design an Egyptian sarcophagus using pictures and symbols to depict the life of a pharaoh.</p> <p>L#7-Warm & Cool Colors/ CB#14: Students learn that many personalities are associated with colors. They will design a new superhero and apply warm and cool colors to the various personalities and abilities of their superhero.</p> <p>L#12-Eyes/CB#23 & CB#24: Students create and use various eye shapes and facial expressions to convey different emotions.</p>
<p>8 b. Make Informed Judgments</p>		<p>Creativity Express</p>
<p>8 4.4 Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.</p>		<p>Students develop assessment criteria throughout Creativity Express. They use the criteria for assessment individually, in their "Portfolios" and in groups through class discussions. They consider the artists' use of the elements and principles, in addition to forming assessments using various other criteria.</p>
<p>8 4.5 Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.</p>		
<p>8 4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression.</p>		<p>Students do this in "My Portfolio"; teachers can call for this kind of personal artwork assessment when it is not specifically requested by the lesson.</p>

<p>8 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p>	<p>Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers.</p> <p>Students apply what they learn in the visual arts across subject areas.</p> <p>They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.</p> <p>They also learn about careers in and related to the visual arts.</p>	<p>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.</p> <p>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.</p> <p>L#3-Emphasis: History- Claude Monet was fascinated with trains because train travel was new when he was alive.</p> <p>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/creating paints</p> <p>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.</p> <p>L#10-Movement: Artworks that portray movement are shown in the context of a broad, simplified historical timeline.</p> <p>L#11-Time: History- Looking at art is a great way to discover how people lived, dressed, etc., in other time periods & cultures.</p> <p>L#12-Eyes: History- Shows how artists have depicted eyes throughout history.</p> <p>L#14-Museums: History- Museums are a link to human history. Lesson covers the history of museums.</p> <p>Art as a Language: CB#2- Language Arts/History- Students discuss how pictures were used in the past to tell familiar stories because most people could not read. Students then create a story without words in the form of a comic book.</p> <p>Making Paint: CB#11- Social Studies/Science - Students discuss inventions and how</p>
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		<p>they have changed their lives. Students then create their own inventions, drawing an image that shows it in use.</p> <p>Line: CB#16- Language Arts - Students make up a story for a character, using different types of lines to reflect the emotions the character is feeling. Students follow up by writing the story their drawing is telling.</p> <p>Time: CB#21- History- Students review the Time lesson, looking at the way art has changed over the years. Students copy an older work of art, with updated elements.</p> <p>0+1+1+2+3: CB#29- Math- Students use a math-based grid to copy an image from a magazine or other source.</p> <p>CB#30- Math- Students explore and discuss proportions in art, and use math to create tools that help them reflect proportions more accurately in their artwork.</p>
8		
8		
8	a. Connections and Applications	
8	5.1 Select a favorite artist and some of his or her works of art and create a music video that expresses personal ideas and views about the artist.	Using "The Art Gallery," students can pick an artist and their artworks to use for this achievement standard. As well, with the "Artist Cards," students can gain even more information on specific artists and their backgrounds.
8	5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.	<p>Students are exposed to the concept of satire through exaggeration in several lessons.</p> <p>Some examples (or areas where they can build this into the activity): L#1-Art as a Language/CB#2 L#2-Messages in Art/CB#3 and #4 L#9-Portraits/CB#18 L#11-Time/CB#22</p>

8	b. Visual Literacy		<p>Throughout Creativity Express, this component can be found.</p> <p>Some examples:</p> <p>L#1-Art as a Language: Art is a universal language that has been used to communicate throughout different time periods and cultures.</p> <p>L#2-Message: Throughout history and across cultures, artists have told stories or conveyed messages, through art.</p> <p>L#3-Emphasis</p> <p>L#4-Color: Artists use emphasis, value, and color to convey their messages.</p> <p>L#7-Warm & Cool Colors: Artists use warm/cool colors to evoke emotion.</p> <p>L#8-Line: Artists communicate visually, using different kinds of lines.</p>
8	5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.		
8	c. Careers and Career-Related Skills		<p>L#14-Museums L#16-Inspiration</p>
8	5.4 Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.		<p>Creativity Express serves as a foundation for this achievement standard. Some lessons that might best support this extension are:</p> <p>L#14-Museums L#16-Inspiration</p>
END			