

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: 1	UNIT #: 1	UNIT NAME: Creative Process
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Categorize applications of line (i.e., horizontal, vertical, diagonal, curvilinear, wide, thin, short, long and broken line) in artworks of diverse artists (e.g., Robert Motherwell’s <i>Lines for St. Gallen</i> or his <i>Black Series</i> , Raoul Dufy’s <i>Bouquet d’Arums</i> or <i>Birdcage</i> , Henri Matisse’s <i>Red Interior Still Life on a Blue Table</i> , Roy Lichtenstein’s <i>Seascape From the Landscape Series</i> etc.). Apply similar usage of line in original works of art.	1.1.2.D.1
2	Explain the use of shape (i.e., circle, square, triangle, ovals and rectangles) in artworks of known and emerging artists (e.g., Romare Bearden’s <i>The Block</i> , Pablo Picasso’s <i>Three Musicians</i> , paintings of Marsden Hartley etc.) and apply similar conventions in original works of art.	1.1.2.D.1 and 1.1.2.D.2
3	Name primary colors in notable artworks (e.g., paintings by Piet Mondrian’s <i>Composition Red Blue and Yellow</i> , prints and sculpture by Robert Indiana including his classic <i>Love Series</i> , Sam Francis’s untitled splatter paintings, mixed media works by Faith Ringgold’s <i>The Sunflower Quilting Bee at Arles</i> etc.) and apply similar applications of primary color in original works of art.	1.1.2.D.1 and 1.1.2.D.2
4	Recognize texture in two-dimensional works of art (e.g., paintings by Vincent Van Gogh’s <i>Starry Night</i> , Jackson Pollock’s <i>Number 8</i> etc.) and create textural works of art.	1.1.2.D.1 and 1.1.2.D.2
5	Observe instances where radial balance is utilized in art and architecture by known and emerging artists (e.g., Gothic architectural <i>Rose Windows</i> , Mandalas of Tibet, Hawaiian quilt patterns, installations by Polly Apfelbaum such as her work <i>Blossom</i> , etc.). Demonstrate understanding of radial balance through the creation of original artwork.	1.1.2.D.1 and 1.1.2.D.2
6	Identify instances where rhythm/repetition is used as a compositional tool by known artists (e.g., Piet Mondrian’s <i>Broadway Boogie Woogie</i> , paintings by Wayne Thiebaud such as <i>Cakes</i> , installations by Yayoi Kusama including <i>Ascension of Polkadots on the Trees</i> or any of her dot obsession series, the prints and paintings of Trenton Doyle Hancock such as <i>Wow That ‘s Mean and Other Vegan Cuisine</i> etc.) and produce original works emphasizing rhythm through repetition.	1.1.2.D.1 and 1.1.2.D.2

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Code #	NJCCCS
1.1.2.D.1	<p>Content Statement: The basic elements of art and principles of design govern art creation and composition.</p> <p>Cumulative Progress Indicator: Identify the basic elements of art and principles of design in diverse types of artwork.</p>
1.1.2.D.2	<p>Content Statement: Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.</p> <p>Cumulative Progress Indicator: Identify elements of art and principles of design in specific works of art and explain how they are used.</p>