

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: 3	UNIT #: 2	UNIT NAME: Performing
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Work individually and collaboratively in a medium of choice to create a cohesive two-dimensional visual interpretation of a newsworthy issue or theme of personal significance that shows the use of the elements of line, shape, form, value, texture and color in composition.	1.3.5.D.1
2	Discuss the characteristics of four still life images from various historical periods of visual art and create thumbnail drawings that reflect these differing styles.	1.3.5.D.2
3	Describe common and distinctive characteristics of artworks from the diverse cultural and historical eras using age-appropriate stylistic terminology; describe how visual literacy and visual communications surround people in their daily lives; and use observed life situations as inspiration for two and three-dimensional art making influenced by compositional approaches from a variety of styles (e.g., cubism, surrealism, optic art, impressionism etc.).	1.3.2.D.1 and 1.3.5.D.2

Code #	NJCCCS
1.3.5.D.1	<p>Content Statement: The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.</p> <p>Content Statement: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p>
1.3.5.D.2	<p>Content Statement: Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.</p> <p>Content Statement: Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p>