

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: 3	UNIT #: 3	UNIT NAME: Performing
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Work independently and collaboratively to create two and three-dimensional works of art that use the elements of line, shape, space and color and the principles of unity to make a visual statement using common and distinctive characteristics of several genres of visual artworks (e.g., realism, surrealism, American and European folk art etc.) to create an original statement.	1.3.5.D.3
2	Employ the element of line, shape/form, texture and color to create a three-dimensional artwork within the parameters of a particular style (e.g., Early American, modern, wearable art etc.) that serves a function (e.g., decoration, furniture).	1.3.5.D.3
3	Use the elements of line, shape and color to collaborate on an artwork that uses color and the principles of rhythm and pattern to unify the work. (e.g., principles exemplified by Amish Quilt Andy Warhol prints etc.).	1.3.5.D.1 and 1.3.5.D.3

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>Cumulative Progress Indicator: Work independently and collaboratively to create two and three-dimensional works of art that make cohesive visual statements and that employ the elements and principles of design.</p>
1.3.5.D.3	Content: Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.

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Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.