

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: Visual Art</b>	<b>GRADE: 5</b>	<b>UNIT #: 1</b>	<b>UNIT NAME: Creative Process</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Distinguish parallel lines in everyday life and known two and three-dimensional works of art from various cultures that emphasize the convergence of lines to create the illusion of perspective (e.g., photographs by Ansel Adams, Edward Hopper's paintings, the art and architecture of Filippo Brunelleschi etc.). Create artwork in various mediums emphasizing line as a tool for perspective.	1.1.5.D.1 and 1.1.5.D.2
2	Compare and contrast shape & form found in everyday life with artists and architects that utilize shape and form as the dominant element (e.g., the architecture of Frank Gehry or Antonio Gaudi, buildings or consumer products by Michael Graves, Simon Rodia's Watts Towers, Russian Babushka dolls, Hopi Katchina dolls etc.). Combine geometric and organic shapes in the design and creation of original three-dimensional forms.	1.1.5.D.1 and 1.1.5.D.2
3	Compare and contrast complimentary colors of differing values found in the natural world and utilized in diverse two and three-dimensional works of art (e.g., Vincent van Gough, Georges Seurat, Henri Russo, Elizabeth Murray, Roy De Forest, Christo and Jeanne Claude, Mexican Day of the Dead triptychs etc.) create works of art that emphasize complimentary color and value.	1.1.5.D.1 and 1.1.5.D.2
4	Compare and contrast visual texture and implied texture evident in everyday life (i.e., actual texture vs. the illusion of having physical texture). Create two-dimensional artwork that has the perception of actual texture. Compare and contrast visual texture and implied texture evident in everyday life (i.e., actual texture vs. the illusion of having physical texture). Create two-dimensional artwork that has the perception of actual texture.	1.1.5.D.1 and 1.1.5.D.2
5	Compare and contrast how geometric, organic, abstract and kinetic forms exist in the environment and incorporated in masterworks of art from diverse cultures and historical eras (e.g., George Rickey, Alexander Calder, Tim Hawkinson, Louise Bourgeois, Richard Serra, Anish Kapoor, Tom Friedman, Barbara Hepworth, Teresita Fernandez etc.). Experiment with the application of a variety of forms in original works of art.	1.1.5.D.1 and 1.1.5.D.2
6	Identify symmetrical and asymmetrical vertical and horizontal balance in everyday life and works of art in diverse mediums and design and create kinetic sculptures demonstrating symmetrical and asymmetrical vertical and horizontal balance.	1.1.5.D.1 and 1.1.5.D.2
7	Explain ways mathematical proportions are used in master works of art in various mediums (e.g.,	1.1.5.D.1 and 1.1.5.D.2

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	Leonardo Da Vinci's <i>Mona Lisa</i> , Albrecht Durer's etchings, Salvador Dali's <i>The Sacrament of the Last Supper</i> ) and use the Golden Mean in the creation of an original artwork.	
<b>8</b>	Analyze visual rhythm found in nature and artwork of different mediums created through the repetition of form (e.g., sculptures by Auguste Rodin or Eva Hess, installations by Cornelia Parker or Anne Hamilton, Aztec & Mayan headdresses, Native American Totem Poles, Medieval sculpture, Tilgnit screens etc.). Design and create original three-dimensional artworks employing repetition of form to create visual rhythm.	1.1.5.D.1 and 1.1.5.D.2
<b>9</b>	Compare and contrast emphasis and unity/harmony in two and three-dimensional works of art from various cultures and historical eras created by the combination of shape, line, and texture (e.g., Rene Magritte, Jasper Johns, Martin Ramirez, Russian knotted carpets, Canadian textiles and American Folk Art quilts etc.). Integrate shape, line, and texture for emphasis and to create unity and harmony in original artwork.	1.1.5.D.1 and 1.1.5.D.2
<b>10</b>	Identify images used by business and industry, politics and popular culture used to influence messages and describe how repetition, variety, proportion, balance, and emphasis are used to support the persuasive power of visual images. Replicate the use of these principles of design in the creation of original artwork intended for persuasive purpose.	1.1.5.D.1

Code #	NJCCCS
1.1.5.D.1	<p><b>Content Statement:</b> Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.</p> <p><b>Cumulative Progress Indicator:</b> Identify elements of art and principles of design that are evident in everyday life.</p>
1.1.5.D.2	<p><b>Content Statement:</b> The elements of art and principles of design are universal.</p> <p><b>Cumulative Progress Indicator:</b> Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p>