

## NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Arts	GRADE: 6	UNIT #: 2	UNIT NAME: Performing
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Use drawing media to create original artwork in one point perspective that demonstrates the principle of unity (e.g., perspective, implied space, illusionary depth) as seen in works such as Doris Lee's, <i>Thanksgiving</i> , 1935.	1.3.8.D.1
2	Create an original artwork that employs various principles of balance, emphasis, and proportion to express the creative idea.	1.3.8.D.1
3	Create a non-objective monochromatic painting(s) using similar geometric or organic shapes that emphasize the principle of harmony (e.g., Sean Scully, <i>White Robe</i> , 1990).	1.3.8.D.1
4	Use literary sources as inspiration for the creation of multi-media works of art that embody allegorical themes, symbolism and irony.	1.3.8.D.2
5	Identify and use appropriate art vocabulary to describe known works of art from several genres including realism, abstract/nonobjective art, and conceptual art. Apply similar concepts to the creation of original artworks in the style of representative work from a chosen genre.	1.3.8.D.3

Code #	NJCCCS
1.3.8.D.1	<p><b>Content Statement:</b> The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</p> <p><b>Cumulative Progress Indicator:</b> Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p>

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1.2.8.D.2	<p><b>Content Statement:</b> Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.</p> <p><b>Cumulative Progress Indicator:</b> Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p>
1.2.8.D.3	<p><b>Content Statement:</b> The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.</p> <p><b>Cumulative Progress Indicator:</b> Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.</p>