

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA:</b> Visual Art	<b>GRADE:</b> 6	<b>UNIT #:</b> 3	<b>UNIT NAME:</b> Performing
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
<b>1</b>	Create a sculpture using three dimensional media which distorts or exaggerates proportion. (e.g., mixed media work of Marisol and Claus Oldenburg).	1.3.8.D.1
<b>2</b>	Create artworks which demonstrate the use of asymmetrical balance and emphasis in variety of media (e.g., create a kinetic sculpture which shows more detail in one area to create emphasis in the style of Alexander Calder).	1.3.8.D.1
<b>3</b>	Use additive and subtractive sculptural techniques to create the illusion of movement (e.g., an animal in motion as depicted in Ashevak Adla's <i>Walking Bear</i> , Inuit Art).	1.3.8.D.1
<b>4</b>	Use literary sources which embody the themes of allegory, symbolism and irony as source of inspiration to create a three dimensional multi-media works of art.	1.3.8.D.5
<b>5</b>	Create a mixed media artwork based on observation from an actual environment (e.g., environmental sculpture by Andy Goldsworthy about conservation and recycling). Synthesize the design principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).	1.3.8.D.1 and 1.3.8.D.6

Code #	NJCCCS
1.3.8.D.1	<p><b>Content Statement:</b> The creation of art is Content: 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</p>

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and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.5

**Content Statement:** Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.

**Cumulative Progress Indicator:** Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

1.3.8.D.6

**Content Statement:** The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.

**Cumulative Progress Indicator:** Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.