NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: 7	UNIT #: 2	UNIT NAME: Performing

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Create a painting or paintings that demonstrate the principle of emphasis as a means to generating a focal point (e.g., Anna Vallayer-Coster, *Still Life with Lobster*, 1781).	1.3.8.D.1
2	Demonstrate understanding of harmony emphasizing the element of color and pattern in an abstract or nonobjective composition (e.g., Jasper Johns *Map*, 1961).	1.3.8.D.1
3	Create a two-dimensional art work utilizing the principle of unit (e.g., Edward Hopper, *Nighthawks*, 1942, and Paul Klee, *Static-Dynamic Graduation*, 1923).	1.3.8.D.1
4	Create a mixed media or multi-media two-dimensional work of art that expresses a universal theme.	1.3.8.D.2
5	Create an abstract or conceptual piece of art work and use appropriate art vocabulary to describe how it expresses intentional thematic content (e.g., an emotional state, a time and space, a universal symbol, a social or political idea etc.).	1.3.8.D.3
6	Create an original art which reflects an understanding of visual culture in a contemporary context that is based on thematic content which has been stylistically interpreted by artists over time (e.g., realism in still life paintings by William Harnett, photorealism in paintings by Richard Estes, food still life collage by Wayne Thiebald; watercolor painting in the style of the Hudson River School, pastels in the style of Monet and the Impressionists, hyper-realistic nature photos like those of Ansel Adams; portraiture in the style of John Singer Sergeant, portrait photography like that of Annie Leibowitz etc.).	1.3.8.D.4

Code #	NJCCCS
1.3.8.D.1	**Content Statement:** The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement. **Cumulative Progress Indicator:** 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).
1.3.8.D.2	**Content Statement:** 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. **Cumulative Progress Indicator:** 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.
1.3.8.D.3	**Content Statement:** 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. **Cumulative Progress Indicator:** 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.
1.3.8.D.4	**Content Statement:** Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem. **Cumulative Progress Indicator:** Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.