

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: 7	UNIT #: 4	UNIT NAME: Aesthetic Response & Critique Methodologies
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Generate observational and/or emotional responses to culturally and historically diverse artworks relative to their form, function, craftsmanship, and originality. Compare & contrast their treatment of archetypal subject matter in a written critical review.	1.4.8.A.1 and 1.4.8.B.3
2	Define the uniform formal qualities of three-dimensional objects in the environment that are used for utilitarian and non-utilitarian purposes and differentiate among basic formal structures and technical proficiencies.	1.4.8.A.2 and 1.4.8.B.2
3	Compare and contrast the differences between decorative and functional design qualities in an object. Describe the influence of materials and processes throughout history due to advances in technology (e.g., comparing Greek and Roman clay vases to contemporary plastics and glass vases by Waterford or glass sculptures by Dale Chihuly).	1.4.8.A.2, 1.4.8.A.7
4	Survey an array of art within diverse cultures and historical eras. Distinguish among artistic styles, trends, and movements in visual art as a source of inspiration for the creation of original two or three-dimensional artwork.	1.4.8.A.3
5	Interpret the symbolism/metaphor embedded in historically significant masterworks of visual art (e.g., Van Eyck's <i>The Marriage of Giovanni Arnolfini and Giovanna Cenami</i> , Leonardo da Vinci's <i>The Last Supper</i> , Edward Hicks' <i>The Peaceable Kingdom</i> , or Picasso's series of drawings & a sculpture using the metaphor of "Bull"). Re-contextualize the symbolism or thematic content of the anchor work, using non-traditional materials and/or new media tools (Paint, Illustrator, or Photoshop, Flash etc.) to create original works of art.	1.4.8.A.5, and 1.4.8.A.6

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Code #	NJCCCS
1.4.8.A.1	<p>Content Statement: Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p> <p>Cumulative Progress Indicator: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p>
1.4.8.A.2	<p>Content Statement: Art may be used for utilitarian and non-utilitarian purposes.</p> <p>Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p>
1.4.8.A.3	<p>Content Statement: Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</p> <p>Cumulative Progress Indicator: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p>
1.4.8.A.5	<p>Content Statement: Symbolism and metaphor are characteristics of art and art-making.</p> <p>Cumulative Progress Indicator: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p>
1.4.8.A.6	<p>Content Statement: Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p> <p>Cumulative Progress Indicator: Differentiate between “traditional” works of art and those that do not use conventional</p>

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	elements of style to express new ideas.
1.4.8.A.7	<p>Content Statement: Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</p> <p>Cumulative Progress Indicator: Analyze of dance, music, theatre, and visual art.</p>
1.4.8.B.2	<p>Content Statement: Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</p> <p>Cumulative Progress Indicator: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>
1.4.8.B.3	<p>Content Statement: Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</p> <p>Cumulative Progress Indicator: Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>