

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: 8	UNIT #: 2	UNIT NAME: Performing
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Apply the principles of balance to the creation of gesture drawings using the figure in action poses to enhance the expression of creative ideas (e.g., perspective, implied space, and illusionary depth) exemplified in masterworks of art (e.g., Peter Paul Rubens, studies for <i>"The Presentation in the Temple"</i> , 1577-1640 and Jacob da Pontormo, <i>Dancing Figure</i> , 1494-1556).	1.3.8.D.1
2	Create a series of pastel drawings that demonstrate the principle of harmony through the utilization of color schemes (e.g., complementary and split complementary – Edgar Degas, <i>Before the Mirror</i> , 1885-86, and Paul Cezanne, <i>Basket of Apples</i> , 1895).	1.3.8.D.1
3	Utilize the principle of unity in the creation of an original two-dimensional mixed-media artwork (e.g., Anny Warhol, <i>Four Marilyns</i> , 1962, and Romare Bearden, <i>Family Dinner</i> , 1968).	1.3.8.D.1
4	Create works of art inspired by literary works based in allegory to create surrealist mixed media art (i.e., Using Edgar Allen Poe's writing to create a surrealist collage).	1.3.8.D.2
5	Identify and describe the work of a prominent Abstract Expressionist (e.g., Jackson Pollack and Franz Kline), conceptual artist (e.g., Anne Hamilton, Joseph Beuys, Sol LeWitt) surrealist (e.g. Marcel Duchamp, Salvador Dali) or realist (e.g. Duane Hansen, Sidney Goodman, Andrew Wyeth) and create a work of art that emulates that tradition.	1.3.8.D.3
6	Identify the thematic and stylistic content of a known representative multicultural artwork and create a two or three-dimensional work expressing similar thematic content.	1.3.8.D.4
7	Use computer graphic art programs such as painter or Illustrator to plan, design, and execute multiple solutions to the creations of non-objective patterned artwork stemming from or inspired by masterworks of visual culture (e.g., work of Andy Warhol/ Pop Art Movement, Nam Jun Paik, Tony Oursler etc.).	1.3.8.D.4

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Code #	NJCCCS
1.3.8.D.1	<p>Content Statement: The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</p> <p>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).</p>
1.3.8.D.2	<p>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.</p> <p>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.</p>
1.3.8.D.3	<p>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.</p> <p>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.</p>
1.3.8.D.4	<p>Content Statement: Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.</p>

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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.