

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: 8	UNIT #: 5	UNIT NAME: History of the Arts and Culture
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Map the historical innovations in media in the visual arts that were caused by the creations of new technology through the ages (e.g., utilize a timeline of innovations in photography from the nineteenth through the twenty first century).	1.2.8.A.1
2	Differentiate the criteria, and create a work of art, reflecting the same social, historical and political ideas, issues and events that have an impact, and are chronicled, throughout the histories of diverse cultures (e.g., create a work of art based upon a universal theme such as, love, war, identity, environment which emphasis one of the pertinent social, historical and political issues impacting on a culture - <i>We Mourn Our Loss #3</i> by Kerry James Marshall, <i>The Making of a Fresco Showing the Building of a City</i> , Diego Rivera)	1.2.8.A.2 1.2.8.A.3
3	Differentiate past and contemporary works of art that use various types of line to represent important ideas, issues, or events chronicled in the histories of diverse cultures (e.g., Albrecht Durer, <i>An Oriental Ruler Seated on His Throne</i> , 1495 and Al Hirschfield, <i>Elvis Presley</i> , 1993).	1.2.8.A.2
4	Discern past and contemporary works of art that use shape to represent important ideas, issues, and events chronicled in the histories of diverse cultures in two and three-dimensional works of art (e.g., Unknown, India, Tamil Nadu, <i>Siva Lord of the Dance</i> , 950 and Tony Smith, <i>Grasshopper</i> , 1971).	1.2.8.A.2
5	Analyze how artists applied the use of value and form in two and three-dimensional works of art as it relates to the social, historical, and political impact of artists on culture and the impact of culture on the arts (e.g., Marie-Denise Villers, <i>Young Woman Drawing</i> , 1801 (value) and Auguste Rodin, <i>Burghers of Calais</i> , 1884-86 (form)).	1.2.8.A.3
6	Distinguish how artists applied the use of the various forms of balance in past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures (e.g., <i>Effigy Incense Burner</i> , Maya, Early Classic Period, 400-550, Guatemala, Southern Highlands (symmetrical), Edward Hopper, <i>Nighthawks</i> , 1942 (asymmetrical) and Dorothy Torivio, <i>Vase</i> , 1984 (radial)).	1.2.8.A.2
7	Analyze artists' use of proportion and the social, historical, and political impact of their artwork has on culture and the impact of culture on the arts (e.g., Rogier van der Wayden, <i>Portrait of a</i>	1.2.8.A.3

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	<i>Lady</i> , 1460, and Greece, <i>Dancing Lady</i> . c. 50 B.C.).	
8	Compare and contrast the use of emphasis in past and contemporary works of art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures (e.g., Anna Vallayer-Coster, <i>Still Life with Lobster</i> , 1781 as contrasted with Larry Poons, <i>Orange Crush</i> , 1963 (afocal).	
9	Analyze how artists' use the design principle of harmony/unity and the social, historical, and political impact of their artwork has on culture and the impact of culture on the arts (e.g., Judy Chicago, <i>Pasadena Life Savers, Red Series#3, or Blue Series #4</i> , 1969 -1973 and Henri Matisse, <i>Harmony in Red (The Red Room)</i> , 1908-09).	
10	Differentiate how artists applied the use of the principle of rhythm in past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures (e.g., Jacob Lawrence, <i>Barber Shop</i> , 1946, and Taj Mahal, Agra, India, 1631-48).	

Code #	NJCCCS
1.2.8.A.1	<p>Content Statement: Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>Cumulative Progress Indicator: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p>
1.2.8.A.2	<p>Content Statement: Tracing the histories of dance, music, theatre, and visual art in world cultures provide insight into the lives of people and their values.</p> <p>Cumulative Progress Indicator: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p>
1.2.8.A.3	<p>Content Statement: The arts reflect cultural mores and personal aesthetics throughout the ages.</p>

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