

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: 1	UNIT #: 2	UNIT NAME: Performing
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify how various types of line can be found in every environment, picture or artwork. Demonstrate how these lines form shapes, can be expressive, and/or be used to imply motion throughout a piece of art.	1.3.2.D.5
2	Identify primary and secondary colors; describe the principles behind color theory using basic art vocabulary, and use color as a tool for expressive purpose in the creation and evaluation of art.	1.3.2.D.1 and 1.3.2.D.3
3	Demonstrate how lines, color, and media manipulation can be combined to make a texture or pattern through the creation of original artwork. Identify how artists use line to suggest texture and describe how the appearance of texture changes depending on the different surfaces employed in or suggested by the artwork (e.g., cloth such as velvet or lace vs. wood, glass, cement, or metal).	1.3.2.D.1 and 1.3.2.D.5
4	Manipulate lines to create shapes, forms, and other visual elements which aid in the creation of visual stories and describe ways that known artists use shape and form to tell stories.	1.3.2.D.3
5	Describe the difference between shape and form in basic art vocabulary (i.e., space has height and width while form is a three-dimensional object that has volume); and create original three-dimensional art through the physical manipulation of materials such as clay (pinch, pull or wheel), cardboard etc.	1.3.2.D.1 and 1.3.2.D.4
6	Examine three-dimensional art by famous artists. Use appropriate vocabulary to describe the methods and materials used to make their art and employ an array of art mediums and appropriate tools in the production of original works of art.	1.3.2.D.4

Code #	NJCCCS
1.3.2.D.1	Content Statement: Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.

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	<p>Cumulative Progress Indicator: Create two and three- dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.</p>
1.3.2.D.2	<p>Content Statement: Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.</p> <p>Cumulative Progress Indicator: Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.</p>
1.3.2.D.3	<p>Content Statement: Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.</p> <p>Cumulative Progress Indicator: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p>
1.3.2.D.4	<p>Content Statement: Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</p> <p>Cumulative Progress Indicator: Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p>
1.3.2.D.5	<p>Content Statement: Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.</p> <p>Cumulative Progress Indicator: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p>