

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: 1	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify various subject matter artists select for their works of art.	1.4.2.A.2
2	Compare and contrast various subject matters in both cultural and historical works of art that evoke emotion and/or communicate a cultural meaning.	1.4.2.A.2
3	Create a visual story that illustrates a personal response to an art experience (e.g., a class trip to a museum, a virtual tour of an art exhibit).	1.4.2.A.3
4	Observe and select one element of a work of art (e.g., line, shape, color or texture), and describe how the artist used that element to convey an emotion or idea.	1.4.2.B.1
5	Recognize, identify and describe how an artist uses line, shape, texture, color and space in works of art to communicate ideas and/or emotions.	1.4.2.B.1
6	Share personal opinions about particular works of art and use principles of positive critique to share reasons for like and dislikes about the work.	1.4.2.B.2
7	Recognize, identify and describe contextual clues embedded in works of art (e.g., happy, sad, pleasurable, fearful).	1.2.3.B3
8	Share personal opinions about likes or dislikes pertaining to the various themes in works of art (e.g., family, neighborhood) and give reasons for their opinions.	1.2.3.B3

Code #	NJCCCS
1.4.2.A.2	<p>Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Cumulative Progress Indicator: Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p>
1.4.2.A.3	<p>Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists</p>

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	<p>who create them.</p> <p>Cumulative Progress Indicator: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p>
1.4.2.B.1	<p>Content Statement: Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p> <p>Cumulative Progress Indicator: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p>
1.4.2.B.2	<p>Content Statement: Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p> <p>Cumulative Progress Indicator: Apply the principles of positive critique in giving and receiving responses to performances.</p>
1.4.2.B.3	<p>Content Statement: Contextual clues are embedded in works of art and provide insight into artistic intent.</p> <p>Cumulative Progress Indicator: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>