

## NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: 1	UNIT #: 5	UNIT NAME: History of the Arts and Culture
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
<b>1</b>	Identify how artists' works are reflections of their culture (e.g., <i>The Declaration of Independence</i> by John Tumball, Albert Bierstadt's <i>The Oregon Trail, Walk, Don't Walk</i> by George Segal etc.).	1.2.2.A.1
<b>2</b>	Describe visual similarities and differences (e.g., the use of types of line, similarity of shapes, texture etc.) in art work from diverse cultures and historical eras (e.g., Horace Pippin, Grandma Moses, Norman Rockwell, Edouard Manet, George Seurat).	1.2.2.A.2
<b>3</b>	Categorize the visual elements of line, use of shapes, color found in the artworks of past and present cultures (e.g., Pablo Picasso, Diego Rivera, Red Grooms, Grant Wood, Piet Mondrian).	1.2.2.A.1
<b>4</b>	Trace similar visual elements found in artworks influenced by their culture (e.g., <i>Maple Leaves at the Tekana Shrin</i> by Ando Hiroshige, <i>The Red Tree</i> by Piet Mondrain, <i>Broadway Boogie-Woogie</i> by Piet Mondrian).	1.2.2.A.2

Code #	NJCCCS
1.2.2.A.1	<p><b>Content Statement:</b> Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.</p> <p><b>Cumulative Progress Indicator:</b> Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p>
1.2.2.A.2	<p><b>Content Statement:</b> The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p> <p><b>Cumulative Progress Indicator:</b> Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p>