

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: Visual Art</b>	<b>GRADE: 2</b>	<b>UNIT #: 4</b>	<b>UNIT NAME: Aesthetic Responses and Critique Methodologies</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
<b>1</b>	Identify the characteristics of exemplary works of visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	1.4.2.A.1
<b>2</b>	Describe how the subject matter chosen by the artists for a particular artwork(s) is used to convey the purpose or intent of the artwork(s) (e.g., to celebrate, to replicate, to create and emotion of personal response, etc.).	1.4.2.A.1
<b>3</b>	Compare and contrast culturally and historically diverse works art that evoke an emotion, and identify the subject matter and purpose for the works. Describe how the subject matter contributes to the purpose.	1.4.2.A.2
<b>4</b>	Use their imagination to create a story based on an arts experience. Write and illustrate an original shore story based on the arts experience.	1.4.2.A.3
<b>5</b>	Describe how nature is reflected in various works of art. Describe how the artist and/or the work of art incorporates elements (e.g., color, line, shape, and texture) found in nature into the work of art.	1.4.2.A.4
<b>6</b>	Identify, select and define those elements and principals of design (e.g., line shape, color, texture, repetition, rhythm, emphasis, balance) that help create a good work.	1.4.2.B.1
<b>7</b>	Recognize that individuals have different opinions about various works of art by sharing individual responses for liking or disliking specific aspects of a particular work of art.	1.4.2.B.2
<b>8</b>	Identify various subjects and themes in works of art, and verbalize simple reasons liking/disliking parts of the content of the work of art.	1.4.2.B.3

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<b>Code #</b>	<b>NJCCCS</b>
1.4.2.A.1	<p><b>Content Statement:</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p><b>Cumulative Progress Indicator:</b> Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p>
1.4.2.A.2	<p><b>Content Statement:</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p><b>Cumulative Progress Indicator:</b> 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><b>Content Statement:</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p><b>Cumulative Progress Indicator:</b> 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.A.4	<p><b>Content Statement:</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p><b>Cumulative Progress Indicator:</b> Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p>
1.4.2.B.1	<p><b>Content Statement:</b> Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p> <p><b>Cumulative Progress Indicator:</b> 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><b>Content Statement:</b> Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p>

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	<b>Cumulative Progress Indicator:</b> Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	<b>Content Statement:</b> Contextual clues are embedded in works of art and provide insight into artistic intent.
	<b>Cumulative Progress Indicator:</b> Recognize the making subject or theme in works of dance, music, theatre, and visual art.