

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: Visual Art</b>	<b>GRADE: 3</b>	<b>UNIT #: 1</b>	<b>UNIT NAME: Creative Process</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Give examples of various types of line and line weights found in everyday life (e.g., bricks and mortar, tree branches, architectural details including roofline, windows, doors, etc.). Use line as the predominant element in the creation of artwork.	1.1.5.D.1
2	Identify mechanical or geometric shapes (e.g., circle, triangle, rectangle, square and cones) found in everyday life. Use shapes as inspiration for original artwork (e.g., <i>New Stones-Newton's Tones</i> by Tony Craig, Paul Cezanne' still life paintings etc.).	1.1.5.D.1
3	Identify primary, secondary, and tertiary colors in everyday life (e.g., food, the natural environment, the sky, sun, rainbows, flowers, birds etc.). Mix and incorporate primary, secondary and tertiary colors in the creation of original works of art.	1.1.5.D.1
4	Identify light, dark and middle values of color that are evident in everyday life and experiment with the use of value in original artwork.	1.1.5.D.1
5	Recognize rough and smooth surface textures that are evident in everyday life (e.g., tree bark, sandpaper, bricks, glass, whiteboard, bar of soap etc.) and collage various found textural materials to create works of art that represent differences in surface qualities.	1.1.5.D.1
6	Describe how three-dimensional geometric forms (i.e., cubes, spheres, cylinders and cones) are evident in everyday life (e.g., furniture and architecture, toys, cars, the natural environment, consumer products etc.). Utilize geometric forms as the primary element in original works of artwork.	1.1.5.D.1
7	Observe radial balance in nature (e.g., sunflowers, fireworks, snowflakes, sea urchins, spider webs etc.) and illustrate radial balance in original artwork.	1.1.5.D.1
8	Recognize proportion as a means of determining the relationship between size and scale in the natural environment and as a compositional tool for artists. Illustrate proportion in original artwork.	1.1.5.D.1

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<b>9</b>	Identify repetition/rhythm/pattern found in the natural world (e.g., tortoise shells, frost crystals, surface of a pineapple, pine cone etc.). Design and create two-dimensional artworks reflecting the use of repetition and rhythm to create pattern.	1.1.5.D.1
<b>10</b>	Recognize emphasis (center of interest) evident in everyday life and diverse works of art in various mediums (e.g., painting by Johannes Vermeer, prints by Shunkosai Hokushu, illustrations by Norman Rockwell, sculptures by Jonathan Borofsky, Duane Hanson etc.). Create works of art using the principles of design regarding emphasis, as the primary focus.	1.1.5.D.1

<b>Code #</b>	<b>NJCCCS</b>
1.1.5.D.1	<p><b>Content Statement:</b> Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.</p> <p><b>Cumulative Progress Indicator:</b> Identify elements of art and principles of design that are evident in everyday life.</p>