

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: 4	UNIT #: 1	UNIT NAME: Creative Process
---------------------------------	-----------------	------------------	------------------------------------

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Compare and contrast the use of contour line in everyday life and in two and three-dimensional master works of art from various cultures and mediums (e.g., Jean Dubuffet, Frank Stella, Wassily Kandinsky, Albrecht Durer, M.C. Escher etc.). Use outline to delineate imagery in the creation of original artwork.	1.1.5.D.1 and 1.1.5.D.2
2	Differentiate the use of shape in everyday life from various cultures and eras in two and three-dimensional works of art (e.g., Prairie-Styled stain glass windows, penny carpets from the 1800's, Claus Oldenburg's public sculptures, Victorian Silhouette portraiture, etc.) and illustrate applications of the shape in original artwork.	1.1.5.D.1 and 1.1.5.D.2
3	Differentiate ways warm and colors exist in everyday life and are found in two and three-dimensional works of art from various cultures and mediums (e.g., Molasses sewn by women of the Kuna culture, Russel Wright's Moderne functional products, Jessica Stockholder's brightly colored installations comprised of plastic consumer goods etc.). Utilize warm and cool colors in the design and creation of original two and three-dimensional artwork.	1.1.5.D.1 and 1.1.5.D.2
4	Recognize a range of values within the light, dark and middle color spectrums evident in everyday life and masterworks of art (e.g., Winslow Homer's <i>Breezing Up (A Fair Wind)</i> , paintings by Joseph Alders, Alda Fish etc.) and experiment with ranges of value in original artwork.	1.1.5.D.1 and 1.1.5.D.2
5	Observe tactile texture found in nature and apply art materials to create a texture (e.g., layer tissue paper to create ridges and edges, emboss surfaces, build up surface using modeling paste etc.).	1.1.5.D.1 and 1.1.5.D.2
6	Characterize the use of geometric and organic forms in three-dimensional works of art that are also evident in everyday life (e.g., sculptures by Max Ernst, Joel Shapiro, David Smith, and H.C. Westermann, Nicki de Saint Phalle, Jeff Koons etc.). Create original artwork utilizing geometric and organic form as the primary element of art.	1.1.5.D.1 and 1.1.5.D.2
7	Identify formal (e.g., symmetrical balance in <i>The Incredulity of Saint Thomas</i> by Giovanni Battista Cima, <i>The Kiss</i> by Constantin Brancusi, Denise Oppenheim's earthwork <i>Canceled Crop</i> , the Taj Mahal etc.) and informal (e.g., asymmetrical balance paintings by Mary Cassatt, <i>A Sunday Afternoon on the Island of La Grande Jatte</i> by George Seurat, sculptures by David Smith etc.) in	1.1.5.D.1 and 1.1.5.D.2

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: 4	UNIT #: 1	UNIT NAME: Creative Process
---------------------------------	-----------------	------------------	------------------------------------

	two and three-dimensional master works of art and illustrate those principles in the creation of original artwork.	
8	Survey ways that artists have portrayed the human body in various mediums (e.g., George Segal, Robert Arneson, Alice Neel, Gutzon Borglum, Leonardo Da Vinci, Maxfield Parrish, Sandro Botticelli etc.). Examine ways to draw and sculpt the human body in proportion and apply to two and three-dimensional art making.	1.1.5.D.1 and 1.1.5.D.2
9	Investigate visual rhythm created through repetition and patterning in two-dimensional works of art (e.g., modernist paintings, weavings and installations by Jim Isermann, patterns found in Persian fabric, interlacing patterns in Islamic art etc.) and use simple repetitive patterns in the creation of original two-dimensional artwork.	1.1.5.D.1 and 1.1.5.D.2
10	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 Hokusai, illustrations by Norman Rockwell, sculptures by Jonathan Borofsky, Duane Hanson etc.). Create works of two or three-dimensional art using the principle of design of emphasis as the primary inspiration.	1.1.5.D.1 and 1.1.5.D.2

Code #	NJCCCS
1.1.5.D.1	<p>Content Statement: 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>Cumulative Progress Indicator: Identify elements of art and principles of design that are evident in everyday life.</p>
1.1.5.D.2	<p>Content Statement: The elements of art and principles of design are universal.</p> <p>Cumulative Progress Indicator: Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p>