

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Arts	GRADE: 4	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
----------------------------------	-----------------	------------------	--

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify and communicate the various purposes of art (e.g., record, create, and design), genres (e.g., portrait, still life, landscape, non objective vs. abstract), media (e.g., paint, pastels, clay, markers) and themes (e.g., nature, beauty, history, culture) used in works of art.	1.4.5.A.1
2	Recognize and identify the significant elements of art (e.g. line, color, shape/form, space) and principles of design (e.g., balance, proportion, emphasis).	1.4.5.A.2
3	Identify and describe various aspects of personal, social, political and historical context from various genres. Communicate personal ideas which reflect on the the meaning of the work as well as the beauty found within in the work inspired by the artist’s imagination and cultural, social/historical frame of reference.	1.4.5.A.3
4	Evaluate the application of the elements of art and principles of design (e.g., line direction, color mood, shape patterning, unity, emphasis and contrast) using measurable criteria.	1.4.5.B.1
5	Use evaluative tools (i.e., rubrics or check lists) for describing the technical proficiency of the artist’s work.	1.4.5.B.2
6	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of various works.	1.4.5.B.3
7	Evaluate the effectiveness of various works of art using those elements common to all four art disciplines (e.g., line rhythm, space, unit, and emphasis) using discipline specific arts terminology.	1.4.5.B.5

Code #	NJCCCS
1.4.5.A.1	<p>Content Statement: Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</p> <p>Cumulative Progress Indicator: Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre,</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Arts	GRADE: 4	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
----------------------------------	-----------------	------------------	--

	and visual art according to established classifications.
1.4.5.A.2	<p>Content Statement: Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.</p> <p>Cumulative Progress Indicator: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p>
1.4.5.A.3	<p>Content Statement: Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.</p> <p>Cumulative Progress Indicator: Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p>
1.4.5.B.1	<p>Content Statement: Identifying criteria for evaluating performances results in deeper understanding of art and art-making.</p> <p>Cumulative Progress Indicator: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p>
1.4.5.B.2	<p>Content Statement: Decoding simple contextual clues require evaluation mechanisms, such as rubrics, to sort fact from opinion.</p> <p>Cumulative Progress Indicator: Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>
1.4.5.B.3	<p>Content Statement: While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.</p> <p>Cumulative Progress Indicator: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p>