

## NJDOE MODEL CURRICULUM

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| <b>CONTENT AREA: Visual Arts</b> | <b>GRADE: 6</b> | <b>UNIT #: 4</b> | <b>UNIT NAME: Aesthetic Response &amp; Critique Methodologies</b> |
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| #        | STUDENT LEARNING OBJECTIVES  | CORRESPONDING NJCCCS    |
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| <b>1</b> | Generate observational and emotional responses to diverse culturally and historically specific masterworks of visual art. Apply characteristics of exemplars to the creation of original two and three-dimensional works of art that evoke a similar categorical response.   | 1.4.8.A.1               |
| <b>2</b> | Describe the comparative differences in the architectural design of public buildings throughout history (e.g., Buckingham Palace, the Taj Mahal, the White House, <i>Casa Mila</i> by Antonio Gaudi, Michael Graves' <i>Swan and the Dolphin Hotels</i> , <i>Disney Resorts</i> in Orlando, Florida etc.).   | 1.4.8.A.6 and 1.4.8.B.2 |
| <b>3</b> | Differentiate between "traditional" three dimensional design and non-conventional elements of style (modern vs. postmodern) used to express new three dimensional design ideas. Utilize varied stylistic elements in the creation of art.  | 1.4.8.A.6               |
| <b>4</b> | Describe formal structures and art making techniques used in the creation of two and three-dimensional artwork from different cultures and historical eras (e.g., <i>Freeze on the Pantheon</i> , Gothic paintings on wood, Renaissance frescos, wood cuts, and Jan van Eyck's works and the invention of oil painting etc.) and incorporate some of these stylistic nuances to the creation of original two and three-dimensional art work. | 1.4.8.B.2               |

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| Code #    | NJCCCS   |
|-----------|--|
| 1.4.8.A.1 | <p><b>Content Statement:</b> Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p> <p><b>Cumulative Progress Indicator:</b> Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> |
| 1.4.8.A.6 | <p><b>Content Statement:</b> Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p> <p><b>Cumulative Progress Indicator:</b> Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p>  |
| 1.4.8.B.2 | <p><b>Content Statement:</b> Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</p> <p><b>Cumulative Progress Indicator:</b> Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>                            |