

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: 7	UNIT #: 3	UNIT NAME: Performing
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Demonstrate understanding of harmony and unity with the element of color by creating an abstract or nonobjective composition in a three-dimensional artwork. (i.e., using pattern and color to create the illusion of space using found objects and commercial symbols in the style of Robert Rauschenberg).	1.3.8.D.1
2	Create original artwork(s) that employs the principle of (regular, alternating, flowing or progressive) rhythm (e.g., Augusta Savage's <i>Lift Every Voice and Sing</i> , 1939; or Phillip Moulthrop's <i>White Pine Mosaic Bowl</i> , 1993).	1.3.8.D.1
3	Apply the principle of proportion to the creation of figurative sculpture in any combination of media (e.g., Hugo Robus's <i>Meditating Girl</i> , 1958; Marisol's <i>The Family</i> , 1962; or George Segal's <i>Walk, Don't Run</i> , 1976).	1.3.8.D.1
4	Create a satirical three-dimensional figurative artwork that synthesizes the physical properties, processes, and techniques for visual communication used in masterworks from varied historical periods intended for visual communication or editorial commentary (e.g., Goya's satirical paintings of Spanish Aristocracy; Thomas Nast's 1828 political cartoons for the <i>New Yorker</i> magazine; Duchamp's <i>The Fountain</i> , 1917 etc.).	1.3.8.D.5 and 1.3.8.D.6
5	Create artworks which convey a social concern around contemporary community-based issues using two and three dimensional media (e.g., graphic design/posters, installations etc. such as those by artists like Milton Glaser, Andy Warhol, Jean Michel Basquiat, Robert Rauschenberg etc.).	1.3.8.D.1 and 1.3.8.D.6

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Code #	NJCCCS
1.3.8.D.1	<p>Content Statement: The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</p> <p>Cumulative Progress Indicator: Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p>
1.3.8.D.5	<p>Content Statement: Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.</p> <p>Cumulative Progress Indicator: Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.</p>
1.3.8.D.6	<p>Content Statement: The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.</p> <p>Cumulative Progress Indicator: Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p>