

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: 8	UNIT #: 3	UNIT NAME: Performing
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Create original three-dimensional artwork that demonstrates the principles of rhythm, pattern, and/or movement using direct observation (and preliminary sketches) of natural or man-made objects (e.g., Auguste Rodin, <i>Gates of Hell with Adam and Eve</i> , 1850-1917 and Felix W. de Weldon, <i>Marine Corps War Memorial</i> , Arlington Virginia, 1954).	1.3.8.D.1
2	Demonstrate an understanding of symmetrical, asymmetrical and/or radial balance by creating an original abstract or nonobjective three-dimensional sculpture (e.g., Louise Nevelson, <i>Wedding Chapel IV</i> , 1960 or Louis Sullivan's <i>Grille of Elevator Enclosure Cage of from the Chicago Stock Exchange Building 1893-94</i>).	1.3.8.D.1
3	Apply the principle of proportion in the creation of an original abstract or nonobjective three-dimensional sculpture in any media or mixed media (e.g., Zaire, Kuba Culture, <i>Mukenga Mask</i> , Alexander Calder, <i>La Grande Vitesse</i> , 1969, and Arthur Shaughnessy, Native American, Dzawada'enuxw, <i>Dla'ehl Interior House Post: Grizzly Bear Beneath Kolus</i> , 1907).	1.3.8.D.1
4	Create two and three-dimensional artworks that reflect thematic concepts in a variety of styles (e.g., War in diverse cultures and historical eras depicted in Picasso's, <i>Guernica</i> or Frank Gaylord's, <i>Korean War Memorial</i> ; Identity in diverse cultures and historical eras represented through works such as Grandma Moses's <i>Beautiful World</i> , Grant Wood's <i>American Gothic</i> , Purvis Young's <i>Boyz in the Hood</i> , early 1990's or Young's <i>Freedom Riders</i> , 2000).	1.3.8.D.5
5	Create three-dimensional artwork derived from direct observation of natural or man-made objects.	1.3.8.D.6
6	Create a series of commercial artworks in two and three-dimension from traditional and contemporary media which explore the global marketplace (e.g., advertising/graphic design, product design found in toys, clothing, accessories, home/housewares and/or packaging design).	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>