

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: Visual Arts</b>	<b>GRADE: High School</b>	<b>UNIT #: 4</b>	<b>UNIT NAME: Aesthetic Response &amp; Critique Methodologies</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
<b>1</b>	Create an original three-dimensional work of art in a culturally specific style, reflecting current cultural implications (e.g., <i>“Warrior chief, Warriors and Attendants.”</i> Plaque, Nigeria, Edo. Court of Benin. 16 <sup>th</sup> -17 <sup>th</sup> century, Michael Naranjo, and <i>Loon Song</i> , by John Hoover).	1.4.12.A.1 and 1.4.12.A.2
<b>2</b>	Curate a thematic exhibition of Master Works using historical significance, craftsmanship, cultural context, and originality as criteria for selecting the artwork.	1.4.12.A.3
<b>3</b>	Compare and contrast similarly themed visual art masterworks from a variety of cultures and historical eras (e.g. the use of animals in the artworks of Peter Paul Rubens, Henri Rousseau, Sandy Skogland etc.) and describe, analyze, interpret, and evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. Use the analysis as inspiration for the creation of original artwork.	1.4.12.A.4
<b>4</b>	Develop and apply rubrics and holistic scoring guides to evaluate multiple dimensions of archetypal subject matter in self-generated original artwork, peer artwork, and multicultural visual art anchor works as a mechanism for positive critique.	1.4.12.B.1
<b>5</b>	Compare and contrast the artistic processes and contextual content of two and three-dimensional works of art from diverse cultures and historical eras (e.g., Hockney's photographic <i>Joiners</i> vs. Picasso's cubist works; Red Grooms <i>Subway</i> vs. Claes Oldenburg's three-dimensional works; Julia Margaret Cameron's <i>A Holy Family</i> vs. Dorothea Lange's <i>Migrant Mother</i> etc.). Discuss how an artist's cultural background can influence the subject, media and technological processes	1.4.12.B.2 and 1.4.12.B.3

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<b>Code #</b>	<b>NJCCCS</b>
1.4.12.A.1	<p><b>Content Statement:</b> Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.</p> <p><b>Cumulative Progress Indicator:</b> Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p>
1.4.12.A.2	<p><b>Content Statement:</b> Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.</p> <p><b>Cumulative Progress Indicator:</b> Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>
1.4.12.A.3	<p><b>Content Statement:</b> Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p><b>Cumulative Progress Indicator:</b> Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p>
1.4.12.A.4	<p><b>Content Statement:</b> Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.</p> <p><b>Cumulative Progress Indicator:</b> Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p>
1.4.12.B.1	<p><b>Content Statement:</b> Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.</p>

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	<b>Cumulative Progress Indicator:</b> Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design.
1.4.12.B.2	<b>Content Statement:</b> The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.  Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art.
1.4.12.B.3	<b>Content Statement:</b> Art and art-making reflect and affect the role of technology in a global society.  <b>Cumulative Progress Indicator:</b> Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual