

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: K	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	After viewing a master work(s) that communicates emotion(s), describe what emotions the artwork conveys and how the artist conveys those emotions (i.e., through content/subject; through medium used; through use of line, shape, color, repetition, etc.). Create a work of art that tells a story of that emotional response.	1.4.2.A.3
2	Communicate personal responses to a variety of historical works of art with common subjects or themes. Responses will describe likes and dislikes through comparing and contrasting characteristics of the various art works.	1.4.2.A.3
3	Observe the basic elements of art (i.e., line, shape, and color) and principals of design (i.e., repetition, pattern etc.) and share those observations with peers in a group critique of a work(s) of art.	1.4.2.B.1
4	Observe a work(s) of art and give reasons for liking or disliking the artwork(s), using elements of art (i.e., line, shape, and color) and principals of design (i.e., repetition, pattern etc.) as their basis for personal observations.	1.4.2.B.1

Code #	NJCCCS
1.4.2.A.3	<p>Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Cumulative Progress Indicator: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p>

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1.4.2.B.1	<p>Content Statement: Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p> <p>Cumulative Progress Indicator: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p>
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