

NJDOE MODEL CURRICULUM

CONTENT AREA: Visual Art	GRADE: 5	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Employ basic, discipline-specific arts terminology to see how artistic pieces can serve a useful purpose in daily lives.	1.4.5.A.1
2	Make informed aesthetic responses to artworks based on structural arrangement (Formalism) and know the characteristics that classify artwork as formal.	1.4.5.A.2
3	Identify how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference in self-generated, peer and masterworks of art from diverse cultures and eras.	1.4.5.A.3
4	Assess the application of the elements of art and principles of design in self-generated, peer and masterworks of visual artworks using measurable criteria.	1.4.5.B.1
5	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers (e.g., the application of the design elements and principals as the basic for formal structure).	1.4.5.B.2
6	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of master works of visual art from various cultures as well as self-generated and peer artwork.	1.4.5.B.3
7	Use evaluative tools to evaluate the technical proficiency and application of the elements of art and principles of design in self-generated, peer and professional artworks.	1.4.5.B.4
8	Distinguish ways in which individuals may disagree about the relative merits of artwork based on the personal, cultural and historical traditions and describe the purpose of the artwork and its intended audience.	1.4.5.B.5

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Code #	NJCCCS
1.4.5.A.1	<p>Content Statement: Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</p> <p>Cumulative Progress Indicator: Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p>
1.4.5.A.2	<p>Content Statement: Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.</p> <p>Cumulative Progress Indicator: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p>
1.4.5.A.3	<p>Content Statement: Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.</p> <p>Cumulative Progress Indicator: Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p>
1.4.5.B.1	<p>Content Statement: Identifying criteria for evaluating performances results in deeper understanding of art and art-making.</p> <p>Cumulative Progress Indicator: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p>
1.4.5.B.2	<p>Content Statement: Decoding simple contextual clues require evaluation mechanisms, such as rubrics, to sort fact from opinion.</p> <p>Cumulative Progress Indicator: Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>
1.4.5.B.3	<p>Content Statement: While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.</p>

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	Cumulative Progress Indicator: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5.B.4	Content Statement: Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design. Cumulative Progress Indicator: Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5	Content Statement: Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?). Cumulative Progress Indicator: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.