

## Pine Hill Public Schools Curriculum

Content Area:	Visual Art		
Course Title/ Grade Level:	6th Grade		
Unit 1:	Introduction to Art	Month:	week 1, day 1
Unit 2:	Color Theory and Elements of design: The Color Wheel	Month:	week 1, day 2
Unit 3:	History of an Artist	Month:	week 1 - 3
Unit 4:	Critique and Aesthetic Response	Month:	week 3 (upon completion of Pointillism)
Unit 5:	Elements and Principles	Month:	week 4 - 5
Unit 6:	Performance: Mixed Media Experimentation	Month:	week 5 - 6
Unit 7:	Culture	Month:	week 7-8
Unit 8:	Art Impact: Historical Event	Month:	Dates vary
Unit 9:	Black History Month	Month:	February
Unit 10:	Earth Day	Month:	April
Date Created or Revised:	August, 2012		
BOE Approval Date:	8/28/12		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Introduction to Art		<b>Unit #:</b> 1
<b>Course or Grade Level:</b> Sixth		<b>Length of Time:</b> 1 day
<b>Pacing</b>	week 1, day 1	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can you make the best use of your time in art?</li> <li>• Who are you?/Who am I?</li> <li>• What can you expect in art this marking period?</li> <li>• What materials are available? Where are they located?</li> <li>• What do you know about the principles/elements of art?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Student/teacher introduction</li> <li>• Rules and procedures</li> <li>• Terminology</li> <li>• History</li> <li>• Philosophy</li> </ul>	
<b>Skills</b>	<ol style="list-style-type: none"> <li>1. Successfully follow directions.</li> <li>2. Identify the basic terminology used to describe art, about artists, color theory, the elements and principles of design.</li> </ol>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feed back through class discussion</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	

**2009 NJCCCS**

**Standard:** 1.1 The Creative Process

**Strand(s):** D. Visual Art D. Visual Art D. Visual Art

**Content Statement(s):** Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.

**CPI # / CPI(s):** 1.1.5.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

[21<sup>st</sup> Century Themes](#)

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title:</b> Color Theory and Elements of design: The Color Wheel	<b>Unit #:</b> 2
<b>Course or Grade Level:</b> Sixth	<b>Length of Time:</b> 1 day
<b>Date Created:</b> 9.1.11	<b>BOE Approval Date:</b>
<b>Pacing</b>	week 1, day 2
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the relationships between colors on the color wheel?</li> <li>• Do these relationships change dependant on culture or time period?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Primary, secondary, tertiary colors</li> <li>• Blending</li> <li>• Analogous colors</li> <li>• Contrast/Complimentary colors</li> <li>• Warm/cool colors</li> <li>• Neutrals</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identify primary colors</li> <li>• Blend secondary colors</li> <li>• Blend neutral grays</li> <li>• Demonstrate understanding of interrelationships</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Visual evidence</li> <li>• Teacher observation</li> <li>• Information included on written assessment</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>2009 NJCCCS</b>	
<b>Standard:</b> 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
Strand(s): D. Visual Art	
<b>Content Statement(s):</b> Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.	<b>CPI # / CPI(s):</b> . 1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum							
<b>Unit Title:</b> History of an Artist (Henri Rousseau or other)						<b>Unit #:</b> 3	
<b>Course or Grade Level:</b> Sixth				<b>Length of Time:</b> 11 class periods			
<b>Date Created:</b> 9.1.11				<b>BOE Approval Date:</b>			
<b>Pacing</b>		week 1, day 3 – week 3, day 3					
<b>Essential Questions</b>		<ul style="list-style-type: none"> <li>• How was the artists work influenced by the period or place in which they lived?</li> <li>• How is art impacted by the work of this artist?</li> </ul>					
<b>Content</b>		<ul style="list-style-type: none"> <li>• Proportion</li> <li>• Innovations</li> </ul>					
<b>Skills</b>		<ul style="list-style-type: none"> <li>• Evaluate the work of a famous artist</li> <li>• Demonstrate accurate proportion</li> <li>• Create dynamic positive and negative space</li> <li>• Layering</li> <li>• Color blending</li> </ul>					
<b>Assessments</b>		<ul style="list-style-type: none"> <li>• Visual evidence</li> <li>• Peer critique</li> <li>• Information included on written assessment</li> </ul>					
<b>Interventions / differentiated instruction</b>		<ul style="list-style-type: none"> <li>• TBD</li> </ul>					
<b>Interdisciplinary Connections</b>		<ul style="list-style-type: none"> <li>• TBD</li> </ul>					
<b>Lesson resources / Activities</b>		<ul style="list-style-type: none"> <li>• Smart board, Artstor online resource</li> </ul>					
2009 NJCCCS							
<b>Standard:</b> 1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.							
Strand(s): D. Visual Art							
<b>Content Statement(s):</b> Technological changes have and will continue to substantially influence the development and nature of the arts.				<b>CPI # / CPI(s):</b> 1.2.8.A.1Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.			
<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and		Critical Thinking and		Communication and		Information

	Innovation		Problem Solving		Collaboration		Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Critique and Aesthetic Response		<b>Unit #:</b> 4
<b>Course or Grade Level:</b> Sixth		<b>Length of Time:</b> 2 class periods
<b>Date Created:</b> 9.1.11		<b>BOE Approval Date:</b>
<b>Pacing</b>	week 3, days 4 and 5	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Which principles of design are evident in the work?</li> <li>• What elements contribute to the appeal of the piece?</li> <li>• How could it be improved?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Positive feedback</li> <li>• Creative criticism</li> <li>• Verbal presentation</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Public speaking</li> <li>• Providing creative criticism</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Students assess peers through verbal critique</li> <li>• Teacher observation of verbal presentation</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	

**2009 NJCCCS**

**Standard:** 1.4 Aesthetic Responses and Critique Methodologies

**Strand(s):** D. Visual Art 1.4.8.A.7

**Content Statement(s):** Artwork may be both utilitarian and non-utilitarian. Relative merits of work can be assessed through analysis of form, function, craftsmanship and originality.

**CPI # / CPI(s):** Analyze the form, function, craftsmanship, and originality of representative works of [visual art].

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	



Pine Hill Public Schools Curriculum							
<b>Unit Title:</b> Elements and Principles (J.S.G. Boggs or other)						<b>Unit #:</b> 5	
<b>Course or Grade Level:</b> Sixth				<b>Length of Time:</b> 8 class periods			
<b>Date Created:</b> 9.1.11				<b>BOE Approval Date:</b>			
<b>Pacing</b>		week 4 – week 5					
<b>Essential Questions</b>		<ul style="list-style-type: none"> <li>• What elements are present in, or principles are applied to an existing art piece?</li> <li>• How do these make the piece visually appealing?</li> </ul>					
<b>Content</b>		<ul style="list-style-type: none"> <li>• Balance</li> <li>• Pattern</li> <li>• Line density</li> </ul>					
<b>Skills</b>		<ul style="list-style-type: none"> <li>• Create a balance composition</li> <li>• Utilize a variety of line weights</li> <li>• Develop a pattern that enhances their design</li> </ul>					
<b>Assessments</b>		<ul style="list-style-type: none"> <li>• Visual evidence graded based on established criteria</li> <li>• Teacher observation</li> <li>• Information included on written assessment</li> </ul>					
<b>Interventions / differentiated instruction</b>		<ul style="list-style-type: none"> <li>• TBD</li> </ul>					
<b>Inter-disciplinary Connections</b>		<ul style="list-style-type: none"> <li>• TBD</li> </ul>					
<b>Lesson resources / Activities</b>		<ul style="list-style-type: none"> <li>• Smart board</li> </ul>					
2009 NJCCCS							
<b>Standard:</b> 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.							
<b>Strand(s):</b> D. Visual Art							
<b>Content Statement(s):</b> The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.				<b>CPI # / CPI(s):</b> 1.3.8.D.1 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).			
21 <sup>st</sup> Century Themes							
	Global		Financial, Economic,		Civic Literacy		Health Literacy

	Awareness		Business, and Entrepreneurial Literacy				
<b>21<sup>st</sup> Century Skills</b>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Performance: Mixed Media Experimentation (Jean Dubuffet or other)		<b>Unit #:</b> 6
<b>Course or Grade Level:</b> Sixth		<b>Length of Time:</b> 7 class periods
<b>Date Created:</b> 9.1.11		<b>BOE Approval Date:</b>
<b>Pacing</b>	week 5 – week 6	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What materials can be used to make art?</li> <li>• How can different materials be used together to create a variety of effects?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Wax resist</li> <li>• Washes</li> <li>• Enameling (modified)</li> <li>• Collage</li> <li>• Techniques vary</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Create a variety of visual effects, using a variety of materials and techniques</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Visual evidence graded based on established criteria</li> <li>• Teacher observation</li> <li>• Information included on written assessment</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard: 1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
<b>Strand(s):</b> D. Visual Art		
<b>Content Statement(s):</b> Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.	<b>CPI # / CPI(s):</b> 1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.	

21 <sup>st</sup> Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Culture (Huichol yarn painting or other)		<b>Unit #: 7</b>
<b>Course or Grade Level:</b> Sixth		<b>Length of Time:</b> 10 class periods
<b>Date Created:</b> 9.1.11		<b>BOE Approval Date:</b>
<b>Pacing</b>	week 7 – week 8	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What was valuable to this culture at this time?</li> <li>• How are those values reflected in their art?</li> <li>• Did this art have a function?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Cultural values</li> <li>• Art technique</li> <li>• Materials available</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Create a work of art in a style inspired by a distant culture</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Visual evidence graded based on established criteria</li> <li>• Teacher observation</li> <li>• Information included on written assessment</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> </ul>	

**2009 NJCCCS**

**Standard: 1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Strand(s): A. Aesthetic Responses**

**Content Statement(s):** Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.

**CPI # / CPI(s):** 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21<sup>st</sup> Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Art Impact: Historical Event (911, war, death, anniversary, political movement or other)		<b>Unit #: 8</b>
<b>Course or Grade Level:</b> Sixth		<b>Length of Time:</b> 4 class periods
<b>Date Created:</b> 9.1.11		<b>BOE Approval Date:</b>
<b>Pacing</b>	4 class periods	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How did this event/movement affect the art world?</li> <li>• Are there lasting implications?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Varies by topic</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identify the impact of an important historical event</li> <li>• Draw inspiration from an important historical event and create a piece that reflects that</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Visual evidence graded based on established criteria</li> <li>• Teacher observation</li> <li>• Information included on written assessment</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• LAL</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	

**2009 NJCCCS**

**Standard: 1.2 History of the Arts and Culture** All students will understand the role, development, and influence of the arts throughout history and across cultures.

**Strand(s): A. History of the Arts and Culture**

<b>Content Statement(s):</b> Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	<b>CPI # / CPI(s):</b> 1.2.8.A.2 - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21<sup>st</sup> Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		



**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Black History Month		<b>Unit #: 9</b>
<b>Course or Grade Level:</b> Sixth		<b>Length of Time:</b> 5 class periods
<b>Date Created:</b> 9.1.11		<b>BOE Approval Date:</b>
<b>Pacing</b>	5 class periods	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What impact did this person’s art have?</li> <li>• How is culture evident in his/her work?</li> <li>• Is this art functional? What is the history of African American art in the U.S.A.?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Utilitarian versus non-utilitarian art</li> <li>• Mixed media; technique and material vary by artist</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Recognize and identify the impact of history and culture on art.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Visual evidence graded based on established criteria</li> <li>• Teacher observation</li> <li>• Information included on written assessment</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> </ul>	

**2009 NJCCCS**

**Standard: 1.2 History of the Arts and Culture** All students will understand the role, development, and influence of the arts throughout history and across cultures.

**1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Strand(s): A. History of the Arts and Culture**  
**A. Aesthetic Responses**

**Content Statement(s):** The arts reflect cultural morays and personal aesthetics throughout the ages.

Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.

**CPI # / CPI(s):** 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Earth Day		<b>Unit #:</b> 10
<b>Course or Grade Level:</b> Sixth		<b>Length of Time:</b> 5 class periods
<b>Date Created:</b> 6.1.11		<b>BOE Approval Date:</b>
<b>Pacing</b>	5 class periods	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do our actions impact our planet? Positively? Negatively?</li> <li>• How can “trash”, or nontraditional materials, get a new life as art?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Recognize the value in reducing consumption and repurposing waste materials.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Create a unique art piece utilizing materials otherwise destined for landfills.</li> <li>• Student select from a variety of projects like recyclable mobile, recycle city, paper mache vessels, Bottle cap mosaic, crochet plastic bags, trash prints, soda tab chain mail, spoon lantern or rose, glove chipmunk, toilet paper roll art, lightbulb vase, tuna can clothes pin,</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation and class discussion</li> <li>• Visual evidence</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> </ul>	

**2009 NJCCCS**

**Standard:**

**1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Strand(s):**

**D. Visual Art**

**A. Aesthetic Responses**

Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.

**Content Statement(s):**

**CPI # / CPI(s):**

Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.

1.3.8.D.4 – Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

Awareness of basic elements of style and design in

1.4.8.A.6 - Differentiate between “traditional” works

dance, music, theatre, and visual art inform the creation of criteria for judging originality.	of art and those that do not use conventional elements of style to express new ideas.
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**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		