

Lavallette Elementary School	Visual and Performing Arts Pacing Guide
<b>Content Area:</b> The Creative Process <b>Course Title:</b> Visual Art	<b>Grade Level:</b> Kdg - 2nd Grade
<b>Content Area:</b> The Creative Process <b>Course Title:</b> Visual Art	<b>Grade Level:</b> 3rd - 5th Grade
<b>Content Area:</b> The Creative Process <b>Course Title:</b> Visual Art	<b>Grade Level:</b> 6th - 8th Grade
<b>Content Area:</b> History of the Arts and Culture <b>Course Title:</b> Visual Art	<b>Grade Level:</b> Kdg - 2nd Grade
<b>Content Area:</b> History of the Arts and Culture <b>Course Title:</b> Visual Art	<b>Grade Level:</b> 3rd - 5th Grade
<b>Content Area:</b> History of the Arts and Culture <b>Course Title:</b> Visual Art	<b>Grade Level:</b> 6th - 8th Grade
<b>Content Area:</b> Performance <b>Course Title:</b> Visual Art	<b>Grade Level:</b> Kdg - 2nd Grade
<b>Content Area:</b> Performance <b>Course Title:</b> Visual Art	<b>Grade Level:</b> 3rd - 5th Grade
<b>Content Area:</b> Performance <b>Course Title:</b> Visual Art	<b>Grade Level:</b> 6th - 8th Grade
<b>Content Area:</b> Aesthetic Responses <b>Course Title:</b> Visual Art	<b>Grade Level:</b> Kdg - 2nd Grade
<b>Content Area:</b> Aesthetic Responses <b>Course Title:</b> Visual Art	<b>Grade Level:</b> 3rd - 5th Grade
<b>Content Area:</b> Aesthetic Responses <b>Course Title:</b> Visual Art	<b>Grade Level:</b> 6th - 8th Grade
<b>Content Area:</b> Critique Methodologies <b>Course Title:</b> Visual Art	<b>Grade Level:</b> Kdg - 2nd Grade
<b>Content Area:</b> Critique Methodologies	<b>Grade Level:</b> 3rd - 5th Grade

<b>Course Title:</b> Visual Art	
<b>Content Area:</b> Critique Methodologies <b>Course Title:</b> Visual Art	<b>Grade Level:</b> 6th - 8th Grade
Updated: August 2018 by Sharon Carroll Aligned to New Jersey Student Learning Standards	Board Approved: October 16, 2018

**Lavallette School  
VISUAL AND PERFORMING ARTS CURRICULUM  
ART - The Creative Process  
Unit Overview**

**Content Area:** Visual & Performing Arts    **Grade Level:** Kindergarten - 2nd Grade

**Domain (Unit Title):** The Creative Process - Art

**Cluster Summary:**  
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.

**Primary Interdisciplinary Connections:** New Jersey Student Learning Standards for English Language Arts, and Technology

**21st Century Themes:**  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the

	global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

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**Learning Targets**

By the end of grade 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in VISUAL ARTS.

- The basic elements of art and principles of design govern art creation and composition.
- Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.

Number	Standard for Mastery
1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.

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**Lavallette School**  
**VISUAL AND PERFORMING ARTS CURRICULUM**  
**ART - The Creative Process**  
**Unit Overview**

**Content Area:** Visual & Performing Arts    **Grade Level:** 3rd - 5th Grade

**Domain (Unit Title):** The Creative Process - Art

**Cluster Summary:**

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.

**Primary Interdisciplinary Connections:** New Jersey Student Learning Standards for English Language Arts, and Technology

**21st Century Themes:**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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### Learning Targets

By the end of grade 5, all students progress toward BASIC LITERACY in the following content knowledge and skills in VISUAL ARTS.

- 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.
- The elements of art and principles of design are universal.

Number	Standard for Mastery
1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.

**Lavallette School**  
**VISUAL AND PERFORMING ARTS CURRICULUM**  
**ART - The Creative Process**  
**Unit Overview**

**Content Area:** Visual & Performing Arts    **Grade Level:** 6th - 8th Grade

**Domain (Unit Title):** The Creative Process - Art

**Cluster Summary:**

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.

**Primary Interdisciplinary Connections:** New Jersey Student Learning Standards for English Language Arts, and Technology

**21st Century Themes:**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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### Learning Targets

By the end of grade 8, those students choosing VISUAL ART as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.

- Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
- The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.

Number	Standard for Mastery
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.
1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

**Lavallette School**  
**VISUAL AND PERFORMING ARTS CURRICULUM**  
**ART - History of the Arts and Culture**  
**Unit Overview**

**Content Area:** Visual & Performing Arts    **Grade Level:** Kindergarten - 2nd Grade

**Domain (Unit Title):** History of the Arts and Culture  
 Art

**Cluster Summary:**

All students will understand the role, development, and influence of the arts throughout history and across cultures.

**Primary Interdisciplinary Connections:** New Jersey Student Learning Standards for English Language Arts, and Technology

**21st Century Themes:**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

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### Learning Targets

By the end of grade 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATER, and VISUAL ART.

- Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.
- The function and purpose of artmaking across cultures is a reflection of societal values and beliefs.

Number	Standard for Mastery
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

**Lavallette School**  
**VISUAL AND PERFORMING ARTS CURRICULUM**  
**ART - History of the Arts and Culture**  
**Unit Overview**

**Content Area:** Visual & Performing Arts    **Grade Level:** 3rd - 5th Grade

**Domain (Unit Title):** History of the Arts and Culture  
 Art

**Cluster Summary:**

All students will understand the role, development, and influence of the arts throughout history and across cultures.

**Primary Interdisciplinary Connections:** New Jersey Student Learning Standards for English Language Arts, and Technology

**21st Century Themes:**

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### Learning Targets

By the end of grade 5, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATER, and VISUAL ART.

- Art and culture reflect and affect each other.
- Characteristic approaches to content, form, style, and design define art genres.
- Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

Number	Standard for Mastery
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

**Lavallette School**  
**VISUAL AND PERFORMING ARTS CURRICULUM**  
**ART - History of the Arts and Culture**  
**Unit Overview**

**Content Area:** Visual & Performing Arts    **Grade Level:** 6th - 8th Grade

**Domain (Unit Title):** History of the Arts and Culture  
 Art

**Cluster Summary:**

All students will understand the role, development, and influence of the arts throughout history and across cultures.

**Primary Interdisciplinary Connections:** New Jersey Student Learning Standards for English Language Arts, and Technology

**21st Century Themes:**

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## Learning Targets

By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATER, and VISUAL ART.

- Technological changes have and will continue to substantially influence the development and nature of the arts
- Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values
- The arts reflect cultural mores and personal aesthetics throughout the ages

Number	Standard for Mastery
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.5.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.
1.2.5.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts

**Lavallette School**  
**VISUAL AND PERFORMING ARTS CURRICULUM**  
**ART - Performance**  
**Unit Overview**

**Content Area:** Visual & Performing Arts    **Grade Level:** Kdg - 2nd Grade

**Domain (Unit Title):** Performance - Art

**Cluster Summary:**

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

**Primary Interdisciplinary Connections:** New Jersey Student Learning Standards for English Language Arts, and Technology

**21st Century Themes:**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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## Learning Targets

By the end of grade 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in VISUAL ART.

- Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.
- Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.
- Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies
- Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.
- Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.

Number	Standard for Mastery
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories
1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

**Lavallette School**  
**VISUAL AND PERFORMING ARTS CURRICULUM**  
**ART - Performance**  
**Unit Overview**

**Content Area:** Visual & Performing Arts    **Grade Level:** 3rd - 5th Grade

**Domain (Unit Title):** Performance - Art

**Cluster Summary:**

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

**Primary Interdisciplinary Connections:** New Jersey Student Learning Standards for English Language Arts, and Technology

**21st Century Themes:**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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## Learning Targets

By the end of grade 5, all students demonstrate BASIC LITERACY in the following content knowledge and skills in VISUAL ART.

- The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
- Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.
- Each of the genres of visual art (e.g., realism, surrealism, abstract/non-objective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.
- The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.
- There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.

Number	Standard for Mastery
1.3.5.D.1	Work individually and collaboratively to create two and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non-objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
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**Lavallette School  
VISUAL AND PERFORMING ARTS CURRICULUM  
ART - Performance  
Unit Overview**

**Content Area:** Visual & Performing Arts    **Grade Level:** 6th - 8th Grade

**Domain (Unit Title):** Performance - Art

**Cluster Summary:**  
All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.

**Primary Interdisciplinary Connections:** New Jersey Student Learning Standards for English Language Arts, and Technology

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**Learning Targets**

By the end of grade 8, those students choosing VISUAL ART as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.

- The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
- 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 artmaking.
- The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.
- Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
- Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.
- The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and artmaking techniques

<b>Number</b>	<b>Standard for Mastery</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).
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.
1.3.8.D.3	Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
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.
1.3.8.D.5	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.
1.3.8.D.6	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.

**Lavallette School**  
**VISUAL AND PERFORMING ARTS CURRICULUM**  
**ART -Aesthetic Responses & Critique Methodologies**  
**Unit Overview**

**Content Area:** Visual & Performing Arts    **Grade Level:** Kdg - 2nd Grade

**Domain (Unit Title):** Aesthetic Responses - Art

**Cluster Summary:**

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.

**Primary Interdisciplinary Connections:** New Jersey Student Learning Standards for English Language Arts, and Technology

**21st Century Themes:**

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### Learning Targets

By the end of grade 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in VISUAL ART.

- Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.

Number	Standard for Mastery
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.2.A.3	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).
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

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**VISUAL AND PERFORMING ARTS CURRICULUM**  
**ART -Aesthetic Responses & Critique Methodologies**  
**Unit Overview**

**Content Area:** Visual & Performing Arts    **Grade Level:** 3rd - 5th Grade

**Domain (Unit Title):** Aesthetic Responses - Art

**Cluster Summary:**

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### Learning Targets

By the end of grade 5, all students progress toward BASIC LITERACY in the following content knowledge and skills in VISUAL ART.

- Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
- Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
- 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.

Number	Standard for Mastery
1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3	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).



**Lavallette School**  
**VISUAL AND PERFORMING ARTS CURRICULUM**  
**ART -Aesthetic Responses & Critique Methodologies**  
**Unit Overview**

**Content Area:** Visual & Performing Arts    **Grade Level:** 6th - 8th Grade

**Domain (Unit Title):** Aesthetic Responses - Art

**Cluster Summary:**

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.

**Primary Interdisciplinary Connections:** New Jersey Student Learning Standards for English Language Arts, and Technology

**21st Century Themes:**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

## Learning Targets

By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATER, or VISUAL ART

- 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
- Art may be used for utilitarian and non-utilitarian purposes.
- Performance technique in dance, music, theatre, and visual art varies according to historical era and genre
- Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic trait
- Symbolism and metaphor are characteristics of art and art-making
- Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
- Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality

Number	Standard for Mastery
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
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.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.

1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
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<p style="text-align: center;"><b>Lavallette School</b>  <b>VISUAL AND PERFORMING ARTS CURRICULUM</b>  <b>ART -Aesthetic Responses &amp; Critique Methodologies</b>  <b>Unit Overview</b></p>	
<p><b>Content Area:</b> Visual &amp; Performing Arts    <b>Grade Level:</b> Kdg - 2nd Grade</p>	
<p><b>Domain (Unit Title):</b> Critique Methodologies - Art</p>	
<p><b>Cluster Summary:</b>  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.</p>	
<p><b>Primary Interdisciplinary Connections:</b> New Jersey Student Learning Standards for English Language Arts, and Technology</p>	
<p><b>21st Century Themes:</b>  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.</p>	
<p><b>21st Century Life &amp; Career Skills</b></p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p><b>Personal Financial Literacy</b></p>	<p>All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>
<p><b>Career Awareness, Exploration, and Preparation</b></p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>

<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**Learning Targets**

By the end of grade 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in VISUAL ART.

- Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.
- Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.
- Contextual clues are embedded in works of art and provide insight into artistic intent.

Number	Standard for Mastery
1.4.2.B.1	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.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

**Lavallette School**  
**VISUAL AND PERFORMING ARTS CURRICULUM**  
**ART -Aesthetic Responses & Critique Methodologies**  
**Unit Overview**

**Content Area:** Visual & Performing Arts    **Grade Level:** 3rd - 5th Grade

**Domain (Unit Title):** Critique Methodologies - Art

**Cluster Summary:**

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.

**Primary Interdisciplinary Connections:** New Jersey Student Learning Standards for English Language Arts, and Technology

**21st Century Themes:**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

## Learning Targets

By the end of grade 5, all students progress toward BASIC LITERACY in the following content knowledge and skills in VISUAL ART.

- Identifying criteria for evaluating performances results in deeper understanding of art and art-making
- Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
- 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.
- Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.
- 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?).

Number	Standard for Mastery
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5.B.3	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	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5	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.

**Lavallette School**  
**VISUAL AND PERFORMING ARTS CURRICULUM**  
**ART -Aesthetic Responses & Critique Methodologies**  
**Unit Overview**

**Content Area:** Visual & Performing Arts    **Grade Level:** 6th - 8th Grade

**Domain (Unit Title):** Critique Methodologies - Art

**Cluster Summary:**

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.

**Primary Interdisciplinary Connections:** New Jersey Student Learning Standards for English Language Arts, and Technology

**21st Century Themes:**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

### Learning Targets

By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATER, or VISUAL ARTS.

- Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
- Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist
- Universal elements of art and principles of design apply equally to artwork across cultures and historical eras

Number	Standard for Mastery
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.