

# **VISUAL ARTS CURRICULUM GUIDE**

**K - 8**

**2009**

**Office of Curriculum and Instruction**

**North Haledon School District**

**VISUAL ARTS CURRICULUM GUIDE  
2009  
OFFICE OF CURRICULUM AND INSTRUCTION  
NORTH HALEDON SCHOOL DISTRICT  
CURRICULUM CENTER**

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**VISUAL ARTS CURRICULUM COMMITTEE**  
**2009**

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## PREFACE AND ACKNOWLEDGEMENTS

**“Study the science of art. . . .Develop your senses - especially learn how to see. Realize that everything connects to everything else.”**

**Leonardo DaVinci**

### Preface

The general education curriculum would not be complete without the visual arts. Art education helps to enrich students’ understanding of the human experience and the greater world by exploring artistic expression throughout history and across many cultures. Furthermore, an education in visual art is a critical component of an integrated, interdisciplinary curricular approach (Arts Education Partnership, 2002, Tanner & Tanner, 2006).

Visual art education provides a viable, safe arena for personal expression. Intrapersonal awareness and self-esteem are refined and increased motivation and a sense of belonging are fostered in the art classroom.

Advanced cognitive operations such as divergent thinking, creativity, and evaluation are developed as a result of students education in the visual arts. The process of critique, which incorporates constructive criticism and analysis, is an important skill transferable to other curricular areas and to life in general. Visual arts education also fosters increased aesthetic awareness, which in turn promotes greater aesthetic sensitivity.

The qualitative and quantitative findings of numerous investigative studies of the arts, in general, have found that "the arts contribute to the general school curriculum, to learning for all students, to school and professional culture, to educational and instructional practices, and to the schools' neighborhoods and communities (Arts Education Partnership, 2002). The arts assist in the development of critical academic skills including problem solving, the nurturing of higher order thinking, and basic and advanced literacy and numeracy. Furthermore, data from the field of neuroscience indicate that the arts play an important role in brain development (Sylwester, 1998).

National educational standards have stressed the necessity of an arts education and the New Jersey Core Curriculum Standards state that “experience with and knowledge of the arts is a vital part of a complete education (New Jersey Department of Education, 2004). The arts are exceptionally qualified to develop a variety of the components of intelligence.

The purpose of this document is to develop an articulated K-8 visual arts curriculum. Through the implementation of this curriculum, it is expected that the students of the North Haledon School District will benefit from a sound, cohesive program that is aligned to the *New Jersey Core Curriculum Content Standards in Visual and Performing Arts* and national trends in art education. In addition, the guide references the standards in technology and career education/life skills where applicable. Technology use in arts education continues to grow and this guide fosters that integration (Pascopella, 2005).

### References

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- Tanner, D. & Tanner, L. (1995, 2006). *Curriculum development: theory into practice*. Englewood Cliffs, NJ: Prentice Hall, Inc.

# **INTRODUCTION, PHILOSOPHY, PURPOSE, AND TECHNOLOGY INTEGRATION**

**(Written by: The Visual Arts Curriculum Committee)**

## **Introduction**

The *Visual Arts Curriculum Guide* represents the combined efforts of art educators, teachers in the elementary and middle schools, and the Director of Curriculum and Instruction from the North Haledon School District. The committee conducted research, discussed issues, and wrote the guide. The guide is based on national standards and trends in visual arts education and the curriculum is aligned to the New Jersey Core Curriculum Content Standards in both the Visual and Performing Arts and Cross Content Workplace Readiness. The activities and references in the guide are suggestions to enable students to achieve the content standards; they are not mandatory or exclusive strategies. The authors of the guide respect North Haledon art educators as professionals in the arts and art education. Therefore, it is intended that each educator will integrate his or her unique teaching style and art expertise into the implementation of the concepts outlined in this document.

## **Philosophy**

From the cave paintings at Lascaux, France to the present, people have used the visual arts to explore and represent the culture of their time. The arts offer students a unique opportunity to express their own personal interpretations of the world in an educational environment that safely empowers them to express these ideas.

By educating students in the various disciplines of art, such as history, criticism, aesthetics, and production, the visual arts serve as a connection to other content areas. This helps in developing a global, deeper educational experience.

Individuality in the arts is celebrated, thereby building students' positive perception of self, helping to reach even the alienated and disadvantaged student. While requiring self-discipline, art accommodates different learning styles and encourages creativity in thinking, problem solving, decision-making, and the use of technology.

## **Purpose**

The purpose of the *Visual Arts Curriculum Guide* is to provide a framework for the implementation of an articulated, sequential visual arts education program for the North Haledon School District. In addition, in keeping with the collegial approach taken in writing the guide, the authors have contributed suggested teacher resources, a glossary, and sample lessons.

## Technology in the Visual Arts

“Changing with the times” is an undeniable force that has embraced the visual arts throughout the rich archives of history. In the 21<sup>st</sup> century, the face of technology has become an exciting and essential supplement to the world of eclectic approaches of human expression. During the writing of this most recent curriculum, the need for the application of technology in the creation of artworks has become clearly evident. It is not our intention to replace a traditional method of producing such works with technology. Technology should be welcomed as the opening of an entirely new frontier where an artist may roam in order to explore new possibilities and learning experiences. With so many possible ways of enhancing a well-rounded art classroom experience, technology has a major role in all of the standards presented in this guide.

The importance of the computer as a fine and applied arts tool has been validated in dramatically increasing numbers throughout art classrooms nationwide. As an art medium, computers have become a necessity in a number of industries and careers, especially the publishing, advertising, and entertainment arenas. Technology’s role as a production tool is certainly not exclusive – computers have been proven to enhance awareness in the areas of aesthetics, critique, and historical, social, and cultural applications.

### GRADES K – 4 ART OBJECTIVES

#### KINDERGARTEN

#### Color and Value

#### Essential Questions:

1. What colors do we see?
2. What are the primary colors?

3. What would happen if we mixed 2 primary colors together? <b>Objective</b>	<b>Standards Visual and Performing Arts Technology Education Career Education</b>	<b>Suggested Strategies</b>	<b>Key Vocabulary</b>
Identify primary colors. Experiment with mixing primary colors to create secondary colors.	1.1.(2)B.1,3 1.2.(2)D.1,3 1.3.(2)D.1 1.4.(2)A.2	Color Experiments Color Wheel Identification Color Collage Color Dipping/mixing Shaving cream w/food dye Transparent color palettes	Mixing Primary Secondary Color Wheel

**Line and Texture**

**Essential Questions:**

1. Does everything feel the same?
2. What words would describe how something feels when it is touched?

3. How many types of lines can be drawn? <b>Objective</b>	Standards Visual and Performing Arts Technology Education Career Education	Suggested Strategies	Key Vocabulary
Identify a variety of line types. Incorporate different types of lines within a piece of artwork. Observe the textures in a student's surroundings. Compare and contrast various textures within a piece of art.	1.1.(2)B.2 1.2.(2)D.1,2,4 1.3.(2)D.1,3 1.4.(2)A.2	Paint different textures onto paper and cut into pieces to create collage (Eric Carle) Crayon rubbings to create collage Oil pastel landscapes to create implied texture Found object collage	<b>Texture:</b> bumpy, smooth, rough <b>Line:</b> straight, curved thick, thin, zigzag, etc.

**Suggested Artists/References:**

- ~ Georges Braque
- ~ Claude Monet
- ~ Pablo Picasso
- ~ Louise Nevelson

**Interdisciplinary Connections:**

- ~ **Science:** Senses
- ~ How many types of lines can you draw?

**Shape, Form, and Space**

**Essential Questions:**

1. What shapes are seen around us?
2. Do artists use shapes to create works of art?

3. What happens when one shape is put over another? <b>Objective</b>	<b>Standards Visual and Performing Arts Technology Education Career Education</b>	<b>Suggested Strategies</b>	<b>Key Vocabulary</b>
Identify basic geometric shapes and recognize them within the surroundings. Recognize shapes within a work of art and demonstrate understanding by creating a shape composition. Learn and demonstrate the concept of overlapping.	1.1.(2)A.3; 2B.2 1.2.(2)D.1,2,4 1.3.(2)D.1,2	Identify the basic shapes and draw them Students will view a piece of art and identify the basic shapes within Use basic shapes to create a composition Demonstrate concept of overlapping Observe shapes found within the classroom	<b>Basic Shapes:</b> Circle, square, triangle, rectangle, oval Collage

**Suggested Artists/References:**

- ~ Joan Miro
- ~ Romare Beardon
- ~ Pablo Picasso ~ Jean Arp

**Interdisciplinary Connections:**

**Math:** shapes

## GRADE ONE

### Color and Value

#### Essential Questions:

1. Can colors make you feel a certain way?
2. How can colors be warm and cool when they don't have a temperature?
3. Are there any other colors besides primary and secondary colors ?

Objective	Standards Visual and Performing Arts Technology Education Career Education	Suggested Strategies	Key Vocabulary
Identify warm and cool color families. Experiment with mixing primary and secondary colors into tertiary colors.	1.1.(2)A.3; 2B.1 1.2.(2)D.1,2,4 1.3.(2)D.1,2 1.4.(2)A.2; 2B.2	Create a composition using half warm and half cool colors. Create their own version of a color wheel (does not have to be in traditional wheel form). Create an "emotional " painting using color to create the emotion	Warm colors Cool colors Tertiary colors Color families

#### Suggested Artists/References:

- ~ Andy Warhol
- ~ Vassily Kandinsky
- ~ Georgia O'Keefe

#### Interdisciplinary Connections:

**Science:** Warm and cool temperatures; the rainbow

**Line and Texture****Essential Questions:**

1. How can we show movement in art?
2. Can you see texture in a piece of artwork?
3. Where is symmetry seen?

<b>Objective</b>	<b>Standards Visual and Performing Arts Technology Education Career Education</b>	<b>Suggested Strategies</b>	<b>Key Vocabulary</b>
Manipulate lines to portray motion and rhythm within a piece of artwork. Create art that incorporates texture. Introduce the concept of symmetry within artwork.	1.1.(2)A.2,3 1.2.(2)D.1,4 1.3.(2)D.1,2 1.4.(2)A.2 1.5.(2)A.1	Draw an “action” figure ( ex: sports, nature) Paint different textures onto paper and cut into pieces to create collage Use crayon rubbings or texture plates to create a composition “Found object” collage incorporating a variety of textures Create a modified cloth from a different culture that emphasizes pattern and symmetry	Pattern Motion Symmetry

**Suggested Artists/References:**

- ~ Vincent Van Gogh
- ~ Henri Matisse
- ~ Eric Carle
- ~ Romare Beardon ( cityscape)
- ~ Georges Braque

**Interdisciplinary Connections:**

**Science:** found objects in nature

**Math:** lines patterns, and symmetry

**Social Studies:** textiles or artifacts exhibiting pattern and symmetry from other cultures.

**Phys. Ed:** Dance, Rhythm

**Shape Form, and Space****Essential Questions:**

1. What shapes do we see around us?
2. Do artists use shapes to create works of art?
3. What happens when one shape is placed over another?

<b>Objective</b>	<b>Standards Visual and Performing Arts Technology Education Career Education</b>	<b>Suggested Strategies</b>	<b>Key Vocabulary</b>
Identify and differentiate between organic and geometric. Incorporate the use of a horizon line to create the illusion of space within a composition. Differentiate between 2D shapes and 3D forms.	1.1.(2)A.1,3 1.2.(2)D.1,2,4 1.3.(2)D.1,2 1.4.(2)A.2	Blow paint through a straw or splatter to create organic shapes Use ripped organic shapes to create a composition Create a drawing or painting using both geometric and/or organic forms Experiment with clay to create a 3D form	Organic Shapes Geometric Shapes Horizon Line 2D, 3D

**Suggested Artists/References:**

- ~ Piet Mondrian
- ~ Joan Miro
- ~ Mayan Pottery
- ~ Jackson Pollack

**Interdisciplinary Connections:**

**Math** : shapes

## GRADE TWO

### Color and Value

#### Essential Questions:

1. What would happen if the window was covered with a thick piece of cardboard? With cellophane? With wax paper?
2. How can colors be warm and cool when they do not have a temperature?
3. Are there any other colors besides primary and secondary colors ?

Objective	Standards Visual and Performing Arts Technology Education Career Education	Suggested Strategies	Key Vocabulary
Recognize and apply opaque, translucent, and transparent characteristics. Apply these concepts within a piece of artwork.	1.1.(2)B.2 1.2.(2)D.1,2 1.3.(2)D.1,2 1.4.(2)A.2; (2)B.2	Create a tissue paper collage utilizing concept of overlapping to create new colors Create a paper collage using opaque and translucent papers Create a watercolor (ex. underwater scenes)	Opaque Translucent Transparent

#### Suggested Artists/References:

- ~ Andrew Wyeth
- ~ Paul Klee
- ~ Georgia O'Keefe
- ~ Henri Matisse
- ~ Stained Glass- Medieval, Matisse, Chagall, Tiffany

#### Interdisciplinary Connections:

**Science:** Warm and cool temperatures  
 The rainbow

**Line and Texture**

Essential Questions:

1. How does a silhouette of a person differ from a drawing of a person?
2. How can we show that the wind is blowing in a picture. (ex. flags waving, hair blowing, trees swaying)

<b>Objective</b>	<b>Standards Visual and Performing Arts Technology Education Career Education</b>	<b>Suggested Strategies</b>	<b>Key Vocabulary</b>
Recognize the techniques used within contour drawings. Create a contour composition. Recognize and express movement and rhythm in art.	1.1.(2)B.1,2; (2)D.1-4 1.3.(2)D.1 1.4.(2)A.2 8.1.(4)A.2,9; (4)B.9	Compare and contrast various types of drawings Contour leaf drawing Leaf rubbing (compare and contrast drawing (line) vs. rubbing (texture landscape) with implied movement Figures in motion, gesture drawings Create a drawing or painting portraying the motion in several types of music Create a contour drawing using a simple software drawing program (Kid Pix)	Gesture line Contour line Motion Rhythm Silhouette

**Suggested Artists/References:**

- ~ Vincent Van Gogh
- ~ Henri Matisse
- ~ Edgar Degas
- ~ JMW Turner
- ~ Andrew Wyeth

**Interdisciplinary Connections:**

**Science:** found objects in nature  
 Motion

**Music/ Dance/ Soc. Studies**

Create drawing or painting showing motion. May include ethnic dances or music.

**Phys. Ed:** Dance, Rhythm

**Shape, Form, and Space**

**Essential Questions:**

1. What happens when a hand is pressed into the wet sand?
2. How can we show that something is in front of something in a work of art?
3. When drawing an object like a bagel or a doughnut, does the hole need to be drawn?  
(leading question for discussion of the importance of negative space)

<b>Objective</b>	<b>Standards Visual and Performing Arts Technology Education Career Education</b>	<b>Suggested Strategies</b>	<b>Key Vocabulary</b>
Identify and differentiate between positive and negative space in both 2D and 3D art.	1.1.(2)A.3; (2)B.2,3 1.2.(2)D.1,2,4 1.3.(2)D.1,2 1.4.(2)B.1 1.5.(2)A.1	Styrofoam printing Trace and overlap classroom objects with consideration of designing both positive and negative space Make impressions of found objects in clay or plaster Draw students own bedrooms using Van Gogh’s “Bedroom at Arles” for inspiration and discuss finished pieces with a classmate Create a Matisse style cut paper collage utilizing positive and negative shapes	Positive/negative space Impression Overlap 2D, 3D

**Suggested Artists/References:**

- ~ Vincent Van Gogh
- ~ Henri Matisse
- ~ M.C.Escher
- ~ Albrecht Durer
- ~ Henry Moore

**Interdisciplinary Connections:**

**Math** : shapes

## GRADE THREE

### Color and Value

#### Essential Questions:

1. Do colors have opposites?
2. What is an example of a color family?
3. What are examples of neutral colors ?

Objective	Standards Visual and Performing Arts Technology Education Career Education	Suggested Strategies	Key Vocabulary
Recognize neutral, complementary and analogous color schemes. Apply these color families to an original work of art.	1.1.(4)A.1,3; (4)B.3 1.2.(4)D.1,2,3 1.3.(4)D.2 1.5.(4)A.1 8.1.(4)A.2; (4)B.2	Weave a construction paper checkerboard using complementary colors Create a magazine collage based on a color scheme Replicate an image using any of the following color schemes: one painted analogous, one neutral, one monochromatic, one Japanese brush painting Print black and white images and color them using a selected color scheme (Pop-Art style)	Neutral, Complementary Analogous Contrast Color scheme

#### Suggested Artists/References:

- ~ Frank Stella
- ~ Andy Warhol
- ~ Georges Seurat
- ~ Rembrandt Van Rijn
- ~ Mark Rothko
- ~ Katsushika Hokusai

#### Interdisciplinary Connections:

**Line and Texture****Essential Questions:**

1. Can you touch and feel the texture in a drawing or photograph?
2. In what ways are people symmetrical?
3. Is everything in nature symmetrical?

<b>Objective</b>	<b>Standards Visual and Performing Arts Technology Education Career Education</b>	<b>Suggested Strategies</b>	<b>Key Vocabulary</b>
Identify actual and implied texture. Identify and produce art that exemplifies symmetry and asymmetry.	1.1.(2)B.1,2 1.2.(2)D.1-4 1.3.(2)D.1 1.4.(2)A.2	Burlap weaving Human figure/ portrait drawing Create a drawing which represents a variety of textures ( texture plates) Foil relief	Gesture line Contour line Motion Rhythm Silhouette

**Suggested Artists/References:**

- ~ Navajo Weaving
- ~ Pablo Picasso
- ~ Louise Nevelson
- ~ Albrecht Durer
- ~ Piet Mondrian

**Interdisciplinary Connections:**

**Science:** found objects in nature; motion

**Music/ Dance/ Soc. Studies**

Create drawing or painting showing motion. May include ethnic dances or music.

**Phys. Ed:** Dance, Rhythm

**Shape, Form, and Space****Essential Questions:**

1. What is the difference between a two dimensional and three dimensional piece of art?
2. What can an artist do to create the illusion of space in a two dimensional piece of art ?
3. How can an artist create depth on a flat surface? (concept of relief)

<b>Objective</b>	<b>Standards Visual and Performing Arts Technology Education Career Education</b>	<b>Suggested Strategies</b>	<b>Key Vocabulary</b>
Identify and differentiate between 2D and 3D work. Observe relief techniques from various cultures. Create a three dimensional object from a two dimensional design.	1.1.(4) A.1; (4)B.1 1.2.(4) D.2,3 1.3.(4)D.1,2 1.4.(4)B.3 1.5.(4)A.1; (4)B.1; (4)B.2 8.1.(4)B.2	Implement one point perspective in a drawing Create a two dimensional design and replicate it in three dimensional form Introduce students to relief techniques ( i.e., molas, clay relief, relief printing. Visit DaVinci interactive invention website (see website appendix)	Relief Perspective Vanishing Point Mobiles, Stables Molas

**Suggested Artists/References:**

- ~ Leonardo Da Vinci (renderings of inventions)
- ~ Alexander Calder (mobiles)
- ~ Mexican Art (molas, relief)
- ~ Renaissance Art (relief, paintings using perspective)

**Interdisciplinary Connections:**

**Science:** Simple Machines

## GRADE FOUR

### Color and Value

#### Essential Questions:

1. How can you make a color lighter or darker?
2. Is there more than one kind of gray?

Objective	Standards Visual and Performing Arts Technology Education Career Education	Suggested Strategies	Key Vocabulary
<p>Create shades and tints in color and grayscale.</p> <p>Review K-4 color theory ( primary, secondary intermediate, complementary).</p>	<p>1.1.(4) A.1; (4)B.1,2 1.2.(4) D.1,2 1.3.(4)D.1 1.4.(4)D.2</p>	<p>Make a monochromatic painting creating their own shades and tints to make different values</p> <p>Create a mixed media composition incorporating 1/2 colored photograph, and drawing other half in gray scale.</p> <p>Use color in a composition to portray emotion</p> <p>Create a 12 part color wheel ( this will be a review of all color families)</p>	<p>Grayscale Monochromatic Review of all K-3 terms</p>

#### Suggested Artists/References:

- ~ Picasso ( Blue Period)
- ~ Georgia O'Keefe
- ~ Albrecht Durer

**Line and Texture****Essential Questions:**

1. How can a picture be uneven?
2. How can you make an object stand out in a picture?
3. What makes a piece of art look complete?

<b>Objective</b>	<b>Standards Visual and Performing Arts Technology Education Career Education</b>	<b>Suggested Strategies</b>	<b>Key Vocabulary</b>
Identify contrast in famous works of art and in their environment. Recognize and identify how illustrators use line texture and balance. Experiment with techniques that produce a high contrast work of art.	1.1.(4) A.3; (4)B.1,3 1.2.(4) D.1-4 1.3.(4)D.1,2 1.4.(4)A.1; (4)B.3 1.5.(4)A.2	Pen and ink Foam printing Tessellation ( reinforces pattern and balance Create an optical illusion using highly contrasting colors Cezanne inspired still life focusing on balance	Balance Contrast Unity Optical Illusion Illustration Review of K-3 concepts and vocabulary

**Suggested Artists/References:**

- ~ Shel Silverstein
- ~ Frank Stella
- ~ Edvard Munch
- ~ M.C. Escher

**Interdisciplinary Connections:**

**Science, Social Studies:** recognizing things in our environment and community

**Math:** Tessellations

**Shape, Form, and Space****Essential Questions:**

1. What is the first thing you notice when looking at piece of art?
2. Can a building be pleasing to look at and also be useful? Is it important for it to be both?

<b>Objective</b>	<b>Standards Visual and Performing Arts Technology Education Career Education</b>	<b>Suggested Strategies</b>	<b>Key Vocabulary</b>
<p>Recognize the use of unity and emphasis within a work of art.</p> <p>Experience the process of creating the illusion of 3D forms on a 2D plane.</p> <p>Discuss the functions of form in their community and environment.</p> <p>Review K-3 concepts of Shape, Form, and Space.</p>	<p>1.1.(4) A.1; (4)B.1</p> <p>1.2.(4) D.2,3</p> <p>1.3.(4)D.1,2</p> <p>1.4.(4)B.3</p> <p>1.5.(4)A.1; (4)B.1,2</p> <p>8.1.(4)B.2,9</p>	<p>Create a basic 2 point perspective composition</p> <p>Design a building using simple architectural components</p> <p>Create a surrealist composition using painting or collage</p> <p>Create a portrait using color to emphasize a specific feature</p> <p>Use a photo altering software program to create a surrealist composition</p>	<p>Relief</p> <p>Perspective</p> <p>Vanishing Point</p> <p>Mobiles, Stables</p> <p>Molas</p>

**Suggested Artists/References:**

- ~ Renee Magritte
- ~ Salvador Dali
- ~ M.C. Escher
- ~ Giorgio di Chirico

**Interdisciplinary Connections:**

**Math** : Perspective

**History**: various Cultural art examples

**Science**: Balance/Mobiles

**GRADES 5-8  
ART OBJECTIVES**

**Grade Five**

<b>GRADE FIVE Objectives</b>	<b>Standards Visual and Performing Arts Technology Education Career Education</b>
<b>A. Knowledge and Skills of Aesthetics</b>	
Analyze works of art that place emphasis on structural arrangement (Formalism).	1.1.(6)A.2
Describe how an element of an art form contributes to the aesthetic value of a particular work.	1.1.(6)A.3
Describe the compositional design in selected works of art or performance.	1.1.(6)A.4
Explain the aesthetic qualities of specified art works in oral and written responses.	1.1.(6)B.1
Incorporate personal life experiences into an aesthetic response about an artwork.	1.1.(6)B.2
Examine how exposure to various cultures and styles influence an individual feelings toward art forms and artwork.	1.1.(6)B.3
<b>Creation and Performance</b>	
Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.	1.2.(6)D.1
Distinguish drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by physical properties.	1.1.(6)D.2
Recognize and use various media and materials to create different works of art.	1.2.(6)D.3 8.1.(8)B.10 8.2.(8)A.1 9.2.(8)F.1,21
<b>Elements and Principles</b>	
Describe the emotional significance conveyed in the application of the elements.	1.3.(6)D.1
<b>D. Critique</b>	
Classify elements of unity or repetition in a work of art.	1.4.(6)A.1
Critique performances and exhibitions based on the application of the elements of the art form.	1.4.(6)B.1

<b>Grade Five Objectives</b>	<b>Standards Visual and Performing Arts Technology Education Career Education</b>
<b>History/Culture</b>	
Reflect on a variety of works of art representing important ideas, issues, and events in a society.	1.5.(6)A.1
Compare and contrast the contributions of significant artists from a historical period.	1.5.(6)B.1

### **Suggested Strategies and Activities**

1. Produce multimedia artwork
2. Produce a free form sculpture emphasizing texture
3. Produce an abstract expressionism painting
4. Two comparative artworks of the same theme – Art to the Core 5: Lesson 16; Visual Experience 5.8
5. Pre-Columbian American art studies
6. Collage demonstrating symmetrical design – Art to the Core 3: Lesson 6 Navaho Rug, Lesson 8 Quilts; Visual Experience 8.14
7. Fiber weaving emphasizing repetition of pattern
8. A watercolor painting illustrating various degrees of opacity – Visual Experience 9.10
9. One point perspective composition – Art Smart Activity 36; Visual Experience 6.9
10. Monoprint using tempera paint

### **Suggested Evaluation Techniques:**

- |                              |  |
|------------------------------|--|
| * Individual artwork product | * Written homework related to lessons/concepts |
| * Teacher assessment         | * Quizzes                                      |
| * Internet research          | * Technology journal                           |
| * Oral Critique              | * Portfolio preparation                        |
| * Sketchbooks/journals       | * Rubrics                                      |
| * Exhibit                    | * Participation                                |

## Grade Six

GRADE SIX Objectives	Standards Visual and Performing Arts Technology Education Career Education
<b>A. Knowledge and Skills of Aesthetics</b>	
Examine works of art that have a utilitarian purpose (Functionalism).	1.1.(6)A.1
Describe how the elements and principles of design contribute to the value of a particular work.	1.1.(6)A.3
Communicate ideas about the social and personal value of art.	1.1.(6)B.4
<b>Creation and Performance</b>	
Employ appropriate vocabulary for such categories as realistic, abstract, nonobjective, and conceptual.	1.2.(6)D.4
Investigate arts-related careers.	1.2.(6)D.5 8.1.(8)B.1 8.2.(8)A.1 9.1.(8)A.3,4
<b>Elements and Principles</b>	
Describe a work of art that clearly illustrates a principle of design	1.3.(6)D.2
<b>Critique</b>	
Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art.	1.4.(6)A.2
Describe the technical proficiency of the artist's work, orally and in writing.	1.4.(6)A.3
Identify and differentiate among basic formal structures within artworks.	1.4.(6)B.2
Consider the impact of traditions in the critique of works of art.	1.4.(6)B.3
<b>History/Culture</b>	
Recognize that a chronology exists in all art forms.	1.5.(6)A.2
Hypothesize how the arts have impacted world culture.	1.5.(6)B.2 8.1.(8)B.1

### Suggested Strategies and Activities

1. An Impressionistic Oil pastel drawing – Visual Experience 9.11
2. Illuminated letter (Medieval studies)
3. Assemblage (multi-media)
4. A drawing emphasizing tonal value scale (charcoal, drawing pencil, chalk, pen) – Visual Experience 5.5/5.6/9.9
5. An artwork emphasizing color intensity (Fluorescence) – Art to the Core 5: Lesson 11; Intensity
6. A split complimentary tempera painting – Art to the Core 1: Lesson 11; Visual Experience 5.7/5.8
7. A collage highlighting actual texture – Learning to Look; pg. 58 Activity 14/15; Visual Experience 7.4
8. Cubism – Visual Experience 5.5
9. A tessellation
10. Egyptian Art (2 dimensional or 3 dimensional) – Art to the Core 1: Lesson 4 - Egyptian

**Suggested Evaluation Techniques:**

- \* Individual artwork product
- \* Teacher assessment
- \* Internet research
- \* Oral Critique
- \* Sketchbooks/journals
- \* Exhibit
- \* Written homework related to lessons/concepts
- \* Quizzes
- \* Technology journal
- \* Portfolio preparation
- \* Rubrics
- \* Participation

GRADE SEVEN Objectives	Standards Visual and Performing Arts Technology Education Career Education
<b>A. Knowledge and Skills of Aesthetics</b>	
Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all arts areas.	1.1.(8)A.2
Analyze how art is often defined by its originality.	1.1.(8)A.3
Differentiate between the unique and common properties in all of the arts.	1.1.(8)B.1
Distinguish among artistic styles, trends, and movements in various art forms.	1.1.(8)B.2 8.1.(8)B.1,10
Express how art is inspired by an individual's imagination.	1.1.(8)B.3
<b>Creation and Performance</b>	
Incorporate various art elements and principles in the creation of works of art.	1.2.(8)D.1
Explore various media, technologies and processes in the production of two and three-dimensional art.	1.2.(8)D.2 8.1.(8)A.1; (8)B.8-10 8.2.(8)B.2 9.1.(8)B.5 9.2.(8)F.1,2
<b>Elements and Principles</b>	
Define the elements of art and principles of design that are evident in everyday life.	1.3.(8)D.1
Apply the principles of design to interpret various masterworks of art.	1.3.(8)D.2
<b>Critiques</b>	
Compare artistic content among contrasting art works in the same domain.	1.4.(8)A.2
Compare and contrast the technical proficiency of artists.	1.4.(8)B.2
<b>History/Culture</b>	
Identify the common artistic elements that help define a given historical period.	1.5.(8)B.1
Discuss how cultural influences add to the understanding of works of art.	1.5.(8)B.2

**Suggested Strategies and Activities**

1. Pop Art emphasizing repetition – Art to the Core 1: Lesson 5
2. Cartooning – Visual Experience 8.13
3. A non-objective painting - Art to the Core 1: Lesson 3, Kandinsky
4. A block print (cardboard, Styrofoam, sponge, linoleum) – Visual Experience 7.5
5. A photomontage (computer generated or traditional photography - Art to the Core 1: Lesson 15; Visual Experience 9.14
6. A paper sculpture – Visual Experience 4.8

7. An artwork related to the life sciences (medical illustration, natural found object collage, bas relief using natural objects, clay sculpture) - Art to the Core 1: Lesson 16, Extended Brueghel; Visual Experience 4.9/11.7
8. Early American craftwork and symbolism
9. A mixed media artwork – Art to the Core 1: Lesson 15
10. A wire sculpture – Visual Experience 3.10

**Suggested Evaluation Techniques:**

- \* Individual artwork product
- \* Teacher assessment
- \* Internet research
- \* Oral Critique
- \* Sketchbooks/journals
- \* Exhibit
- \* Written homework related to lessons/concepts
- \* Quizzes
- \* Technology journal
- \* Portfolio preparation
- \* Rubrics
- \* Participation

## Grade Eight

<b>GRADE EIGHT Objectives</b>	<b>Standards Visual and Performing Arts Technology Education Career Education</b>
<b>A. Knowledge and Skills</b>	
Examine works of art that communicate significant cultural beliefs or set of values.	1.1.(8)A.1
Describe changes in meaning over time in the perception of a known work of art.	1.1.(8)B.4 8.1.(8)B.1
<b>Creation and Performance</b>	
Identify form, function, craftsmanship, and originality when creating a work of art.	1.2.(8)D.3
Identify careers and lifelong opportunities for making art.	1.2.(8)D.4 8.1.(8)B.1 9.1.(8)A.3,4; (8)B.5,6
<b>Elements and Principles</b>	
Compare and contrast works of art in various media that utilize the same arts elements and principles.	1.3.(8)D.3 8.1.(8)B.10
<b>Critique</b>	
Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.	1.4.(8)A.1 9.1.(8)A.2
Evaluate the judgment of others based on the process of critique	1.4.(8)B.1 9.1.(8)A.5,8,11,12 9.2.(8)B.1,2,4,6,9,10
<b>History/Culture</b>	
Analyze how technological changes have influenced the development of the arts.	1.5.(8)A.1 8.1.(8)A.1-5; (8)B.1-10 8.1.(8)A.1; (8)B.2,3
Examine how the social and political environment influences artists in various social/historical/political contexts.	1.5.(8)A.2

### Suggested Strategies and Activities

1. Two or more point perspective activity (possibly computer generated) – Visual Experience 6.10/6.11/6.13
2. A self-portrait associated with a chosen art movement or period – Art to the Core 5: Lesson 14 DaVinci
3. A realistic drawing – Art to the Core 5: Lesson 15, Homer; Art to the Core 3: Lesson 2, Millet; Visual Experience 9.9
4. Surrealism
5. A textile design based on Op-Art
6. A relief sculpture – Visual Experience 4.9
7. An acrylic painting inspired by Contemporary Art – Visual Experience 9.11
8. A computer generated print – Visual Experience 8.12

9. A design emphasizing form and function – Art to the Core 5: Lesson 1, Renaissance Art, Lesson 4, Hero Media; Lesson 17, Garden; Visual Experience 8.15
10. Art Careers

**Suggested Evaluation Techniques:**

- \* Individual artwork product
- \* Teacher assessment
- \* Internet research
- \* Oral Critique
- \* Sketchbooks/journals
- \* Exhibit
- \* Written homework related to lessons/concepts
- \* Quizzes
- \* Technology journal
- \* Portfolio preparation
- \* Rubrics
- \* Participation

***APPENDICES***

***APPENDIX A INTERDISCIPLINARY CONNECTIONS***

***APPENDIX B TEACHER RESOURCES***

***APPENDIX C WEB SITES***

***APPENDIX D NEW JERSEY CORE CURRICULUM***

***CONTENT STANDARDS***

***APPENDIX A***  
***INTERDISCIPLINARY CONNECTIONS***

**SELECTED TOPICS FOR INTERDISCIPLINARY CONNECTIONS**

	SCIENCE	MATH	SOCIAL STUDIES
K	Senses Seasons/Weather Plants Animals	Problem Solving Money Shapes/Patterns Time Sorting	Thanksgiving, Major Holidays Environmental Issues George Washington and the Presidency
1	Plants and Animals Weather Forces and Motion	Distance Money Fractions Shapes (3 dimensional) Patterns and Relationships Pictographs and Bar Graphs	Decision Making Culture Family History Abraham Lincoln Maps and Globes Humans are Different
2	Earth's Materials Astronomy	Greater Than, Less Than, Equal 2 and 3 Dimensional Shapes Sides and Vertices Symmetry Repeating Patterns	Laws Community Participation Thomas Jefferson Harriet Tubman Timelines Good and Services
3	Dependency of Living Things	Diagrams Solid Figures Plane Figures Angles Lines (Intersecting, Perpendicular, Parallel) Interpretation of Charts	Democracy Government System Declaration of Independence Statue of Liberty Rights and Responsibilities Elements of Culture World in Spatial Terms (Scale, Direction)
4	Living Systems Earth Science Properties of Matter Energy Transformation and Conservation	Line Segments Polygons Symmetry Congruence Relationships (Patterns, Graphs)	3 Branches of Government US Constitution Cultural Exchanges Immigration American Revolution Susan B. Anthony, Sojourner Truth, Elizabeth Stanton

**SELECTED TOPICS FOR INTERDISCIPLINARY CONNECTIONS – Continued**

	SCIENCE	MATH	SOCIAL STUDIES
5	Plants and Animals (Ells, Organisms, Diagram, Illustrations)	Fractions Lines, Rays, Angles Geometric Figures -#D Tessellations Ruler Measurements Patterns – Geometric	Continents, Landmass, Landforms Environmental Social Policies Africa, Asia, Australia, Antarctica, Europe Prejudice
6	Earth Structure Rock Cycle Atmosphere	2-D, 3-D Fibonacci Pattern Geometric Shapes Protractor Measuring Symmetry Ruler Measurement Circumference Ratio/Proportion Nature Patterns	Pre-History River Valley Civilizations Greece, Rome Middle Ages Holocaust and Genocide
7	Classification Evolving Art Environmental Studies	Tangrams Scale Drawings Cat’s Cradle 2-D, 3-D, Shapes, Forms, Charts, Graphs	European Exploration Colonial America American Revolution Westward Expansion Slavery Civil War WWI, WWII
8	Motion – Mass Weight Periodic Table Astronomy	Ratio and Proportion Transformations of Geometric Figures Line Symmetry Area Graphing	Westward Expansion Slavery Civil War WWI, WWII Advertising Influences Economics Industrialization Prejudice and Discrimination Genocide

***APPENDIX B***  
***TEACHER RESOURCES***

## TEACHER RESOURCES

### BOOKS

Title

Drawing on the right Side of the Brain

How to Teach Children Art

Art for all Seasons

Artworks for Kids

The Art Teacher's Book of Lists

25 Terrific Art Projects Based on Favorite Picture Books

Teaching Art with Books Kids Love

Learning To Look

Art Smart

Art to the Core

Author

Dr. Betty Edwards

Joy Evans

Corporation Evan-Moor

Lori Schue

Helen D. Hume

Karen Backus

Linda Evans

Mary Thompson

Darcie Clark Frohardt

Sue J. Massey

Diane W. Darst

Susan Rodriguez

Jaci Hanson

Joe Mitchell

### PERIODICALS

Arts and Activities – [www.artsandactivities.com](http://www.artsandactivities.com)

Scholastic Arts – [www.scholastic.com](http://www.scholastic.com)

School Arts – [www.davisart.com/portal/schoolarts/SAdefault.aspx](http://www.davisart.com/portal/schoolarts/SAdefault.aspx)

Art News – [www.artnewsonline.com/index.cfm](http://www.artnewsonline.com/index.cfm)

### CATALOGS

NASCO – [www.eNasco.com/artandcrafts](http://www.eNasco.com/artandcrafts)

Sax – [www.saxarts.com](http://www.saxarts.com)

Dick Blick – [www.dickblick.com](http://www.dickblick.com)

Triarco – [www.triarcoarts.com](http://www.triarcoarts.com)

S & S – [www.ssw.com](http://www.ssw.com)

Utrecht – [www.utrechart.com](http://www.utrechart.com)

United Art and Education – [www.unitednow.com](http://www.unitednow.com)

### CD ROM Lesson

Oodles of Ideas – [www.saxarts.com](http://www.saxarts.com)

***APPENDIX C***  
***WEBSITES***

## **WEBSITES**

### **LESSON AND TEACHER RESOURCES**

#### **Lesson Plans**

[www.kinderart.com](http://www.kinderart.com)  
[www.crayola.com](http://www.crayola.com)  
[www.incredibleart.org](http://www.incredibleart.org)  
[www.artsonia.com](http://www.artsonia.com)  
[www.everydayart.com/curriculum.html](http://www.everydayart.com/curriculum.html)  
[www.eduref.org/cgi-bin/lessons.cgi/arts](http://www.eduref.org/cgi-bin/lessons.cgi/arts)

#### **General Education**

[www.school.discovery.com](http://www.school.discovery.com)  
[www.readinga-z.com](http://www.readinga-z.com)  
[www.learner.org](http://www.learner.org)  
[www.thirteen.org](http://www.thirteen.org)  
[www.sanford-artadventures.com](http://www.sanford-artadventures.com)

#### **Art History**

<http://witcombe.sbc.edu/ARTLINKS.htm>  
[www.huntfor.com/arhistory/artsiteguide.com](http://www.huntfor.com/arhistory/artsiteguide.com)  
[www.fundp.ac.be/institution/autser/biblio/bump/art](http://www.fundp.ac.be/institution/autser/biblio/bump/art)  
[www.ilpi.com/artsource/welcome.html](http://www.ilpi.com/artsource/welcome.html)  
[www.art.net/thegallery/art.net](http://www.art.net/thegallery/art.net)  
[www.arhistory.net/index.html](http://www.arhistory.net/index.html)  
[www.artcyclopedia.com](http://www.artcyclopedia.com)  
[www.metmuseum.org](http://www.metmuseum.org)  
<http://art-design.umich.edu/mother/museums.html>  
<http://www.artresources.com>  
[www.msstate.edu/fineart-online/art-resources](http://www.msstate.edu/fineart-online/art-resources)

#### **Art Careers**

[www.arthire.com](http://www.arthire.com)  
<http://www.visualnation.com/arts/artjobs.html>  
<http://wwar.com/employment>  
[www.nd.edu/~crosenbe/jobs.html](http://www.nd.edu/~crosenbe/jobs.html)  
[www.khake.com/page42.html](http://www.khake.com/page42.html)  
[www.princetonol.com/groups/iad/lessons/middle/careers.htm](http://www.princetonol.com/groups/iad/lessons/middle/careers.htm)  
[www.quintcareers.com/networking.html](http://www.quintcareers.com/networking.html)  
[http://art.nmu.edu/department/AD\\_career-jobs.html](http://art.nmu.edu/department/AD_career-jobs.html)  
[http://www.artic.edu/saic/life/career\\_links.html](http://www.artic.edu/saic/life/career_links.html)  
[http://www.cln.org/themes/careers\\_art.html](http://www.cln.org/themes/careers_art.html)

#### **Organizations**

[www.aenj.org](http://www.aenj.org)  
[www.getty.edu](http://www.getty.edu)  
[www.naea-reston.org](http://www.naea-reston.org)

***Technical/Instructional***

<http://www.olejarz.com/arted/perspective>

<http://www.taospaint.com/Tessellation.html>

**Fun Facts and Activities**

[www.arts.ufl.edu/art/rt\\_room/index.html](http://www.arts.ufl.edu/art/rt_room/index.html)

[www.nga.gov/education/teachres.htm](http://www.nga.gov/education/teachres.htm)

[www.quoteland.com](http://www.quoteland.com)

**MUSEUM WEBSITES**

**Metropolitan Museum of Art**

<http://www.metmuseum.org>

**The Museum of Modern Art**

<http://www.moma.org>

**Philadelphia Museum of Art**

<http://www.philamuseum.org>

**The Smithsonian Institute**

<http://www.si.edu>

**The Newark Museum**

<http://www.newarkmuseum.org>

**The Cleveland Museum**

[www.clevelandart.org](http://www.clevelandart.org)

**Montclair Art Museum**

<http://www.montclairartmuseum.org>

**The Guggenheim Museum**

[www.guggenheim.org](http://www.guggenheim.org)

**The Whitney Museum**

[www.whitney.org](http://www.whitney.org)

**The Museum of the City of New York**

[www.mcny.org](http://www.mcny.org)

**The American Folk Art Museum**

[www.folkartmuseum.org](http://www.folkartmuseum.org)

**The American Craft Museum**

[www.americancraftmuseum.org/](http://www.americancraftmuseum.org/)

***APPENDIX C***  
***VISUAL AND PERFORMING ARTS STANDARDS***  
***TECHNOLOGICAL LITERACY***  
***CAREER EDUCATION, CONSUMER, FAMILY, AND LIFE SKILLS***

**New Jersey Core Curriculum Content Standards  
for  
Visual and Performing Arts**

**INTRODUCTION**

**The Vision**

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual art is critical to their personal success and to the success of New Jersey as we move into the twenty-first century. The arts offer tools for development. They enable personal, intellectual, and social development for each individual. Teaching in and through the arts within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of the arts in education.

**For students, an education in the arts provides:**

- The ability to be creative and inventive decision-makers;
- Varied and powerful ways of communicating ideas, thoughts, and feelings;
- An enhanced sense of poise and self-esteem;
- The confidence to undertake new tasks;
- An increased ability to achieve across the curriculum;
- A framework that encourages teamwork and fosters leadership skills;
- Knowledge of the less recognized experiences of aesthetic engagement and intuition;
- Increased potential for life success; and
- An enriched quality of life.

Recent studies such as *Critical Links* and *Champions of Change* provide evidence of the positive correlations between regular, sequential instruction in the arts and improved cognitive capacities and motivations to learn. These often result in improved academic achievement through near and far transfer of learning (i.e., music and spatial reasoning, visual art and reading readiness, dance and non-verbal reasoning and expressive skills, theater and reading comprehension, writing proficiency, and increased peer interaction). Additionally, the arts are uniquely qualified to cultivate a variety of multiple intelligences.

**For our society, an education in the arts fosters a population that:**

- Is equipped with essential technical skills and abilities significant to many aspects of life and work;
- Understands and can impact the increasingly complex technological environment around us;
- Has a humanities focus that allows social, cultural, and intellectual interplay, among men and women of different ethnic, racial, and cultural backgrounds; and
- Is critically empowered to create, reshape, and fully participate in the enhancement of the quality of life for all.

It is the intent of the standards to ensure that all students have regular sequential arts instruction and that specialization takes into account student choice. This is in keeping with the National Standards for Arts Education (1994), which states:

All basic subjects, including the arts, require more than mere exposure or access. While valuable, a once-a-month visit from an arts specialist, visits to or from professional artists, or arts course for the specially motivated do not qualify as basic or adequate art instruction.

They certainly cannot prepare all students to meet the standards presented here. These standards assume that students in all grades will be actively involved in comprehensive, sequential programs that include creating, performing, and producing on the one hand, and study, analysis, and reflection on the other. Both kinds of activities are indispensable elements of a well-rounded education in the arts.

In New Jersey, equitable access to arts instruction can only be achieved if the four arts disciplines are offered throughout the K-12 spectrum. At the K-6 level, it is the expectation that students are given broad-based exposure through instruction as well as opportunities for participation in each of the four arts forms. In grades 7-8, they should gain greater depth of understanding in at least one of those disciplines. In grades 9-12, it is the expectation that students demonstrate competency in at least one arts discipline. The state arts standards also reflect the same expectations as those stated in the National Standards for Arts Education (1994). The goal is that by graduation all students will be able to communicate at a basic level in the arts, and that they:

- Communicate proficiently, demonstrating competency in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency;
- Be able to develop and present basic analysis of works of art from structural, historical, and cultural perspectives;
- Have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods; and
- Relate various types of arts knowledge and skills within and across the arts disciplines.

The revised arts standards assist educators in delineating the required knowledge and expected behaviors in all four of the arts disciplines. This format reflects the critical importance of locating the separate arts disciplines as one common body of knowledge and skills.

### **Revision of the Standards**

By establishing visual and performing arts standards in 1996, New Jersey conveyed its strong commitment to arts education for all students. In its first periodic review and revision of the standards, two independent consultants were contracted by the state through the Arts Education Partnership, a national consortium of arts, education, business, philanthropic, and government organizations. Since New Jersey's original approach to creating arts standards was to convey the significant kinds of abilities common to all four arts disciplines—dance, music, theater, and visual art, the reviewers examined the standards through a wide lens for overall strengths and improvement needs. The review team's findings informed the process of the arts revision committee. The committee also studied the National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts; McRel's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education; and arts content standards from all states.

The independent reviewers found the original 1996 arts standards effective in defining the scope of necessary arts content knowledge, and in identifying key concepts that influence the most current approaches to arts education, namely aesthetics, production/performance, criticism/evaluation, and history. However, they fell short in addressing the depth or focus for learning. It was recommended that strengthening the focus of the standards, and specifying what was to be learned in each standard would

create more concrete images of the activities students would engage in to demonstrate their understanding.

The revision committee retained the structure of the original 1996 standards document with respect to standards 1, 4 and 5. These standards pertain to all the arts disciplines.

Those standards having to do with creating and performing works of art, and the elements of art are divided into content-specific subsets of expectations for each of the four arts disciplines. The design standard (formerly standard 6) has been subsumed by the other standards and realigned with each of the arts disciplines. Smaller grade level bands, increased specificity, and content strands have been outlined to allow teachers to focus on developmentally appropriate content and skills in ways that will boost student achievement in the arts.

## **Standards and Strands**

The visual and performing arts standards provide both the foundation for creating local curricula decisions and the opportunity for meaningful assessments in all four art forms. There are five standards for visual and performing arts, each of which has a number of lettered strands. These standards, and their associated strands, include:

### 1.1 Aesthetics

- A. Knowledge
- B. Skills

### 1.2 Creation and Performance

- A. Dance
- B. Music
- C. Theater
- D. Visual Art

### 1.3 Elements and Principles of the Arts

- A. Dance
- B. Music
- C. Theater
- D. Visual Art

### 1.4 Critique

- A. Knowledge
- B. Skills

### 1.5 World Cultures, History, and Society

- A. Knowledge
- B. Skills

Cumulative Progress Indicators (CPIs) further define each content standard. These CPIs delineate expected student progress in grades 2, 4, 6, 8, and 12. The CPIs may be used as a basis for the development of curriculum at all grade levels as well as for developing local assessments to ensure that the desired level of understanding or skill has been achieved. Throughout this document, the term .works of art. refers to selections of works from each of the four disciplines.

## **Resources**

Consortium of National Arts Education Associations: American Alliance for Theatre & Education, Music Educators National Conference, National Arts Education Association, National Dance Association (1994). National standards for arts education: What every young American should know and be able to do in the arts. Reston, VA: Music Educators National Conference.

Deasy, R. J. (Ed.). (2002). Critical links: Learning in the arts and student academic and social development. Washington, DC: Arts Education Partnership.

Fisk, E. B. (Ed.). (1999). Champions of change: The impact of the arts on learning. Alexandria, VA: The President's Committee on the Arts and Humanities and Arts Education Partnership.

- Kendall, J. S. & Marzano, R. J. (2000). Content knowledge: A compendium of standards and benchmarks for K-12 education (3<sup>rd</sup> ed). Aurora, CO: McRel (Mid-Continental Research for Education and Learning) Alexandria, VA: ASCD.
- Learning and the arts: Crossing boundaries. Proceeding from an invitational meeting for education, art, and youth funders. (2000, January 12-14). Los Angeles, CA: The Visual and Performing Arts
- Geraldine R. Dodge Foundation, J. Paul Getty Trust, and the John D. and Catherine T. MacArthur Foundations
- Literacy in the arts: An imperative for New Jersey schools. (1989, October). Literacy in the Arts Task Force.
- Longley, L. (Ed.). (1999). Gaining the arts advantage: Lessons learned from school districts that value arts education. Alexandria, VA.: The President's Committee on the Arts and Humanities and Arts Education Partnership.
- New Jersey State Department of Education, (1996). New Jersey core curriculum content standards. Trenton, NJ: Author.
- New Jersey State Department of Education. (1999). New Jersey visual and performing arts curriculum framework. Trenton, NJ: Author.
- Seidel, S., Eppel, M., & Martinello, M. (2001). Arts survive: A study of sustainability in arts education partnerships. The Arts Survive Research Study, a research study conducted at Project Zero at the Harvard Graduate School of Education supported by the John S. and James L. Knight Foundation

## **STANDARD 1.1 (AESTHETICS)**

### **ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.**

Descriptive Statement: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation and interpretation; stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

#### **Strands and Cumulative Progress Indicators**

##### **By the end of Grade 2, students will:**

###### **A. Knowledge**

1. Observe the four art forms of dance, music, theater, and visual art.
2. Explain that dance, music, theater and visual art can generate personal feelings.
3. Interpret basic elements of style in dance, music, theater, and visual art as the foundation for a creative project.

###### **B. Skills**

1. Communicate observational and emotional responses to works of art from a variety of social and historical contexts.
2. Provide an initial response when exposed to an unknown artwork.
3. Use imagination to create a story based on an arts experience in each of the art forms.

##### **Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**

###### **A. Knowledge**

1. Compose simple works of art in response to stylized characteristics observed in the dance, music, theater, and visual art of various cultures and time periods.
2. Communicate ideas reflecting on the nature and meaning of art and beauty.
3. Recognize works of art and art elements designed to imitate systems in nature.

###### **B. Skills**

1. Apply basic domain-specific arts language to communicate personal responses to dance, theater, music, and visual art.
2. Compare and contrast works of art that communicate significant cultural meanings.
3. Apply qualitative terms when responding to works of art.
4. Create an arts experience that communicates a significant emotion or feeling.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:**

**A. Knowledge**

1. Examine works of art that have a utilitarian purpose (Functionalism).
2. Analyze works of art that place emphasis on structural arrangement (Formalism).
3. Describe how an element of an art form contributes to the aesthetic value of a particular work.
4. Describe the compositional design in selected works of art or performance.

**B. Skills**

1. Explain the aesthetic qualities of specified art works in oral and written responses.
2. Incorporate personal life experiences into an aesthetic response about an artwork.
3. Examine how exposure to various cultures and styles influence individuals' feelings toward art forms and artworks.
4. Communicate ideas about the social and personal value of art.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**A. Knowledge**

1. Examine works of art that communicate significant cultural beliefs or set of values.
2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all arts areas.
3. Analyze how art is often defined by its originality.

**B. Skills**

1. Differentiate between the unique and common properties in all of the arts.
2. Distinguish among artistic styles, trends, and movements in various art forms.
3. Express how art is inspired by an individual's imagination.
4. Describe changes in meaning over time in the perception of a known work of art.

**STANDARD 1.2 (CREATION AND PERFORMANCE)**  
**ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.**

Descriptive Statement: Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments.

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

**Strands and Cumulative Progress Indicators**

**By the end of Grade 2, students will:**

**A. Dance**

1. Perform planned and improvised dance sequences using the elements of time, space/shape, and energy.
2. Communicate through the creation and performance of planned and improvised sequences in response to meter, rhythm, and variations in tempo.
3. Create and perform using objects and other art forms as creative stimuli for dance.
4. Perform such movements as bending, twisting, stretching, and swinging using various levels in space.

**B. Music**

1. Clap, sing or play from simple notation that includes pitch, rhythm, dynamics, and tempo.
2. Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
3. Improvise short tonal and rhythmic patterns.

**C. Theater**

1. Portray characters and describe basic plots and themes in creative drama.
2. Experiment with the use of voice and movement in creative drama and storytelling.
3. Employ theatrical elements to create and express stories in various cultural settings.
4. Show how different uses of and approaches to theater can communicate experiences.

**D. Visual Art**

1. Create works of art using the basic elements of color, line, shape, form, texture, and space for a variety of subjects and basic media.
2. Cite basic visual art vocabulary used to describe works of art.
3. Present completed works of art in exhibition areas inside and outside the classroom.
4. Recognize how art is part of everyday life.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**

**A. Dance**

1. Perform planned and improvised dance sequences with and without musical accompaniment, demonstrating aspects of time, space/shape, and energy with the intent to communicate meaning.
2. Present planned and improvised dance sequences on a variety of themes using curved and straight pathways and levels in space and discuss their meanings.

3. Demonstrate kinesthetic awareness and basic anatomical principles of concentration and focus in performing dance movement.
4. Utilize arts media and technology in the creation and/or performance of short phrases and compositions.
5. Create and perform the eight locomotor movements of walking, running, hopping, jumping, leaping, galloping, sliding, and skipping in a dance context.
6. Define and maintain personal space.

#### **B. Music**

1. Clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo.
2. Recognize and vocalize the tonal triad (do, mi, sol) after being given the .home tone..
3. Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, while blending both unison and/or harmonic parts and vocal and/or instrumental timbres, matching dynamic levels and responding to cues of a conductor.
4. Modify elements of music within a piece to create different expressive ideas.

#### **C. Theater**

1. Demonstrate clarity of intent, character, and logical story sequence through classroom dramatizations.
2. Use movement as a medium for storytelling and as a means of projecting creative decisions regarding character.
3. Assume the roles of theater participants (e.g., director, actor, playwright, designer), and collaborate to enact classroom dramatizations using available materials that suggest scenery, properties, sound, costumes, and makeup.
4. Project an understanding of the intent of dialogue by performing from a script.

#### **D. Visual Art**

1. Apply the basic principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement to a work of art.
2. Explore the use of paint, clay, charcoal, pastels, colored pencils, markers, and printing inks and select appropriate tools in the production of works of art.
3. Generate works of art based on selected themes.
4. Investigate careers in the world of visual arts.

### **Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:**

#### **A. Dance**

1. Perform planned and improvised sequences demonstrating aspects of time, space/shape, and energy accurately transferring a rhythmic pattern from the auditory to the kinesthetic.
2. Choreograph and perform dances that communicate meaning on a variety of themes, demonstrating the ability to work in small groups in the choreographic process.
3. Develop dance technique that uses strength, flexibility, balance, and coordination appropriate to age and physical development.
4. Accurately identify and demonstrate basic sequences of movement from at least two different styles or traditions, demonstrating awareness of movement principles in dance (e.g., alignment, balance, initiation of movement, directing of focus).
5. Investigate arts-related careers.

#### **B. Music**

1. Read music from progressively complex notation, including mixed meters, compound meters, and the grand staff.
2. Sing independently and in groups, both melodic and harmonizing parts, adjusting to the range and timbre of the developing voice.
3. Perform simple melodies and rhythmic accompaniments in expanded binary, ternary, and rondo form independently and in groups.

4. Improvise simple harmonic accompaniment, melodic embellishments, and simple melodies.
5. Demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance in composition.
6. Investigate arts-related careers.

### **C. Theater**

1. Discuss and demonstrate the connection between body, movement, and voice in theatrical expression.
2. Create characterizations in context through manipulation of vocal and physical qualities and circumstances.
3. Collaboratively plan and execute group scenes stemming from improvisation.
4. Analyze classroom dramatizations from different perspectives (e.g., playwright, actor, director, designer) and suggest alternatives for creating and interpreting roles, arranging environments, and developing situations.
5. Differentiate among vocal rate, pitch, and volume as they affect articulation, meaning, and character.
6. Investigate arts-related careers.

### **D. Visual Art**

1. Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.
2. Distinguish drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by physical properties.
3. Recognize and use various media and materials to create different works of art.
4. Employ appropriate vocabulary for such categories as realistic, abstract, nonobjective, and conceptual.
5. Investigate arts-related careers.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

### **A. Dance**

1. Demonstrate a broad range of dynamics and movement qualities by manipulating aspects of time, space, and energy.
2. Choreograph and perform dance works based on social themes, using elements and production values that serve the selected theme.
3. Develop and perform movement sequences and dance phrases that demonstrate rhythmic acuity, and employ such choreographic structures as AB, ABA, canon, call and response, or the use of narratives.
4. Design a dance work that incorporates at least two other art forms to enhance the central idea.

**AND/OR**

### **B. Music**

1. Perform compositions containing progressively complex notation and use standard notation to record musical ideas.
2. Perform independently and in groups a repertoire of diverse genres and cultures with appropriate expressive qualities.
3. Improvise original melodies and/or rhythms over given choral progressions or rhythmic accompaniments in a consistent style, meter, and tonality.
4. Identify careers and lifelong opportunities for making music.

**AND/OR**

### **C. Theater**

1. Analyze descriptions, dialogue, and actions to discover, articulate, and create and portray character behaviors and justify character motivation.

2. Participate in theatrical presentations individually and in ensemble, interacting as invented characters across a spectrum of social/historical contexts.
3. Create dramatic action within the context of a given situation, using acting skills that generate a sense of truth, focus, character, personal or emotional ownership, ensemble relationship, physical control, and vocal clarity.
4. Describe and analyze the components of theatrical design and production.

**D. Visual Art**

1. Incorporate various art elements and principles in the creation of works of art.
2. Explore various media, technologies and processes in the production of two and three dimensional art.
3. Identify form, function, craftsmanship, and originality when creating a work of art.
4. Identify careers and lifelong opportunities for making art.

## **STANDARD 1.3 (ELEMENTS AND PRINCIPLES)**

### **ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.**

Descriptive Statement: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

#### **Strands and Cumulative Progress Indicators**

**By the end of Grade 2, students will:**

##### **A. Dance**

1. Identify the basic dance elements of time, space/shape, and energy in planned and improvised dance sequences.
2. Identify movement qualities such as jagged, sharp, smooth, bouncy, or jerky using the vocabulary of dance.
3. Explore arts media and themes as catalysts in the composition of dance.
4. Explore personal space.

##### **B. Music**

1. Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
2. Recognize ways to organize musical elements such as scales and rhythmic patterns.

##### **C. Theater**

1. Identify basic elements of theater such as setting, costumes, plots, scenes, and themes.
2. Explore the use of voice, movement, and facial expression in conveying emotions in creative drama and storytelling.

##### **D. Visual Art**

1. Identify the basic art elements of color, line, shape, form, texture, and space.
2. Discuss how art elements are used in specific works of art.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**

##### **A. Dance**

1. Investigate the relationship of dance and other art forms.
2. Differentiate basic compositional structures in choreography.
3. Recognize contrasting and complementary shapes and shared weight centers in composition and performance.

##### **B. Music**

1. Explore musical elements through verbal and written responses to diverse aural prompts and printed scores.
2. Identify and categorize sound sources by common traits.
3. Differentiate basic structures in music composition.

##### **C. Theater**

1. Recognize basic stage directions in the dramatization of stories/plays.
2. Examine the basic structural characteristics of the well-made play.

**D. Visual Art**

1. Identify the design principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
2. Identify elements and principles of design in specific works of art.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:**

**A. Dance**

1. Analyze both formal and expressive aspects of time, shape, space, and energy in various dance works.
2. Analyze the principles of choreography applied in a master dance work.
3. Differentiate among the various artistic and non-artistic contributions involved in dance production.
4. Analyze the interrelationship between dance movement and the movements of everyday life, and effectively demonstrate the difference between pantomiming and abstracting a gesture.
5. Interpret compositional use of dance elements for expressive purposes.

**B. Music**

1. Analyze musical elements in response to aural prompts and printed scores representing diverse genres and cultures and notational systems.
2. Demonstrate knowledge of the basic concepts of meter, rhythm, tonality, intervals, chords, and harmonic progressions.

**C. Theater**

1. Examine the range of roles and characterizations possible in theatrical production and performance.
2. Examine the relationship between physicality and character development.
3. Identify various tactics employed by actors to create believable, motivated action.

**D. Visual Art**

1. Describe the emotional significance conveyed in the application of the elements.
2. Describe a work of art that clearly illustrates a principle of design.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**A. Dance**

1. Describe the principles of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
2. Observe and explain how different accompaniment such as sound, music, or spoken text can affect the meaning of a dance.

**AND/OR**

**B. Music**

1. Analyze the application of the elements of music in a diversity of musical works.
2. Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in musical compositions.
3. Describe various roles that musicians perform and identify representative individuals and their achievements that have functioned in each role.

**AND/OR**

**C. Theater**

1. Investigate the structural characteristic of plays.
2. Assess character motivations within the construct of scripted plays.
3. Explain the interdependent relationship between the performance, technical design, and management functions of production.
4. Analyze scenes with regard to thematic and artistic intent, situation, character, and motivation.

**AND/OR**

**D. Visual Art**

1. Define the elements of art and principles of design that are evident in everyday life.
2. Apply the principles of design to interpret various masterworks of art.
3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.

**STANDARD 1.4 (CRITIQUE)  
ALL STUDENTS WILL DEVELOP, APPLY AND  
REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.**

Descriptive Statement: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

**Strands and Cumulative Progress Indicators**

**By the end of Grade 2, students will:**

**A. Knowledge**

1. Explain that critique is a positive tool.
2. Define the basic concepts of color, line, shape, form, texture, space, and rhythm.

**B. Skills**

1. Orally communicate opinion regarding dance, music, theater, and visual art based on observation.
2. Express how individuals can have different opinions toward works of art.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**

**A. Knowledge**

1. Utilize basic arts terminology and arts elements in all four arts domains.
2. Recognize the value of critiquing one's own work as well as the work of others.

**B. Skills**

1. Observe the basic arts elements in performances and exhibitions.
2. Formulate positive analysis of arts performances by peers and respond positively to critique.
3. Recognize the main subject or theme in a work of art.

**Building upon knowledge and skills gained in preceding grades by the end of Grade 6, students will:**

**A. Knowledge**

1. Classify elements of unity or repetition in a work of art.
2. Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art.
3. Describe the technical proficiency of the artist's work, orally and in writing.

**B. Skills**

1. Critique performances and exhibitions based on the application of the elements of the art form.
2. Identify and differentiate among basic formal structures within artworks.
3. Consider the impact of traditions in the critique of works of art.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**A. Knowledge**

1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
2. Compare artistic content among contrasting art works in the same domain.

**B. Skills**

1. Evaluate the judgment of others based on the process of critique.
2. Compare and contrast the technical proficiency of artists.

**STANDARD 1.5 (HISTORY/CULTURE)**

**ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY, AND SOCIETY.**

Descriptive Statement: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

**Strands and Cumulative Progress Indicators**

**By the end of Grade 2, students will: A. Knowledge**

1. Recognize works of art from diverse cultures.

**B. Skills**

1. Identify family and community as themes in art.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**

**A. Knowledge**

1. Identify works of art from various historical periods and diverse cultures.
2. Recognize arts resources that exist in communities.

**B. Skills**

1. Describe the general characteristics of artworks from various historical periods and world cultures.
2. Examine art as a reflection of societal values and beliefs.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:**

**A. Knowledge**

1. Reflect on a variety of works of art representing important ideas, issues, and events in a society.
2. Recognize that a chronology exists in all art forms.

**B. Skills**

1. Compare and contrast the contributions of significant artists from an historical period.
2. Hypothesize how the arts have impacted world culture.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**A. Knowledge**

1. Analyze how technological changes have influenced the development of the arts.
2. Examine how the social and political environment influences artists in various social/historical/political contexts.

**B. Skills**

1. Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times.
2. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.

## New Jersey Core Curriculum Content Standards for Technological Literacy

### INTRODUCTION

#### The Vision

Technology, any modification of the natural world designed by human beings to solve human problems, enhance human life, or extend human capability, was identified by the United States Department of Labor as an essential workplace competency in a 1992 report called the Secretary's Commission on Achieving Necessary Skills (SCANS). SCANS stated that students should be able to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment. The Department of Education recognized its importance by including technology in the original cross-content workplace readiness standards. In keeping with today's technological society, technological literacy has been further emphasized by its inclusion as a separate standards area which focuses on both computer and information literacy and technology education.

Technology is evolving at an amazing rate, with both frequent advancements of existing technology and the creation of new technologies. All students must understand and be comfortable with the concepts and application of technology, not only in order to function in today's complex society, but also to become informed and productive adults of tomorrow.

#### Computer and Information Literacy

Computer and information literacy, which supports skills in information-gathering, information-organizing, and problem solving, has become critical for every student whether college- or workplace-bound. Colleges and employers are now demanding that students and employees possess a broad range of computer and information literacy proficiencies. More and more retail purchasing is being done on-line every year, and all but the most menial of positions now require a significant understanding of computer and information literacy. To ensure that students are computer literate, a separate standard that defines rigorous, in-depth learning has been included. The computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.

#### Technology Education

The technology education standard was developed to ensure the literacy needed by all students to succeed in a highly technological world. Business and industry has clearly stated the need for technological skills in the workplace of the 21st Century.

This standard is based on the *Standards for Technological Literacy (STL): Content for the Study of Technology (ITEA, 2000)*, developed as part of the National Science Foundation (NSF)/National Aeronautics and Space Administration (NASA) funded by the *Technology for All Americans (TfAA)* project.

A study by DeKlerk has found that students form negative attitudes about the technological world if there are no formal technological experiences during the early school years. This finding is a great concern to New Jersey business and industry. Other cognitive research suggests that "design-based learning" is important. Early studies with design and technology curriculum indicate that students who learn important technological concepts develop positive attitudes about technology, math, science and learning in general. For these reasons, an introduction to technology education, including engineering and technological design, is an essential component of a thorough and efficient K-12 education.

## **Standards and Strands**

There are two technological literacy standards, each of which has a number of lettered strands. The standards and strands include: **8.1 Computer and Information Literacy**

### **A. Basic Computer Tools and Skills**

- Keyboarding
- Word processing
- Internet usage
- Spreadsheets
- Database concepts and usage
- Publications and presentations

### **B. Application of Productivity Tools**

- Social Aspects
- Information Access and Research
- Problem Solving

## **8.2 Technology Education**

### **A. Nature and Impact of Technology**

### **B. Design Process and Impact Assessment**

### **C. Systems in the Designed World**

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**STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY )**  
**ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.**

Descriptive Statement: Using computer applications and technology tools students will conduct research, solve problems, improve learning, achieve goals, and produce products and presentations in conjunction with standards in all content areas, including career education and consumer family, and life skills. They will also develop, locate, summarize, organize, synthesize, and evaluate information for lifelong learning.

**Strands and Cumulative Progress Indicators**

**By the end of Grade 4, students will:**

**A. Basic Computer Skills and Tools**

1. Use basic technology vocabulary.
2. Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).
3. Input and access text and data, using appropriate keyboarding techniques or other input devices.
4. Produce a simple finished document using word processing software.
  
5. Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
6. Create and present a multimedia presentation using appropriate software.
7. Create and maintain files and folders.
8. Use a graphic organizer.
9. Use basic computer icons.

**B. Application of Productivity Tools**

**Social Aspects**

1. Discuss the common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:
  - Internet access
  - Copyrighted materials
  - On-line library resources
  - Personal security and safety issues
3. Practice appropriate Internet etiquette.
4. Recognize the ethical and legal implications of plagiarism of copyrighted materials.

**Information Access and Research**

5. Recognize the need for accessing and using information.
6. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.

7. Locate specific information by searching a database.
8. Recognize accuracy and/or bias of information.

#### Problem Solving and Decision Making

9. Solve problems individually and/or collaboratively using computer applications.
10. Identify basic hardware problems and solve simple problems.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

#### **A. Basic Computer Skills and Tools**

1. Use appropriate technology vocabulary.
2. Use common features of an operating system (e.g., creating and organizing files and folders).
3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.
4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.
5. Create documents with advanced text-formatting and graphics using word processing.
6. Create a file containing customized information by merging documents.
7. Construct a simple spreadsheet, enter data, and interpret the information.
8. Design and produce a basic multimedia project.
9. Plan and create a simple database, define fields, input data, and produce a report using sort and query.
10. Determine when technology tools are appropriate to solve a problem and make a decision.

**STANDARD 8.2 (TECHNOLOGY EDUCATION)**  
**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, SOCIETY, AND THE ENVIRONMENT.**

Descriptive Statement: The following indicators are based on the Standards for Technological Literacy (STL, 2000) and support the National Academy of Engineering's (2002) call for students to gain technological literacy. Students will be expected to understand the various facets of technology and the design process. They will analyze and evaluate design options and then apply the design process to solve problems. A systems perspective is employed to emphasize the interconnectedness of all knowledge and the impact of technology and technological change. Students will be expected to use technology as it applies to physical systems, biological systems, and information and communication systems. The intent at the elementary and middle school levels is that all students develop technological literacy and are prepared for the option of further study in the field of technology education. At the elementary level, the foundation for technology education is found in the science standards, particularly standards 5.2 and 5.4.

**Strands and Cumulative Progress Indicators**

**By the end of Grade 4, students will:**

**A. Nature and Impact of Technology**

Refer to Science Standards 5.2 and 5.4.

**B. Design Process and Impact Assessment**

Refer to Science Standards 5.2 and 5.4.

**C. Systems in the Designed World**

Refer to Science Standards 5.2 and 5.4.

**Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students will:**

**A. Nature and Impact of Technology**

1. Describe the nature of technology and the consequences of technological activity.
2. Describe how components of a technological product, system, or environment interact.
3. Describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.
4. Describe how technological activity has an affect on economic development, political actions, and cultural change.
5. Explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.

**B. Design Process and Impact Assessment**

1. Demonstrate and explain how the design process is not linear.
2. Use hands on activities to analyze products and systems to determine how the design process was applied to create the solution.

3. Identify a technological problem and use the design process to create an appropriate solution.
4. Describe how variations in resources can affect solutions to a technological problem.
5. Select and safely use appropriate tools and materials in analyzing, designing, modeling or making a technological product, system or environment.

### **C. Systems in the Designed World**

1. Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.
2. Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.
3. Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control, and communication.

**New Jersey Core Curriculum Content Standards  
for  
Career Education and Consumer, Family, and Life Skills**

**INTRODUCTION**

**The Vision**

Rapid societal changes, including innovations in technology, information exchange, and communications, have increased the demand for internationally competitive workers and for an educational system designed to meet that demand. Today's students will be employed through much of the twenty-first century and will, therefore, need increasingly advanced levels of knowledge and skills. To obtain and retain high-wage employment that provides job satisfaction, they will also need to continue to learn throughout their lives. The career education and consumer, family, and life skills standards identify key career development and life skills that students must accomplish in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.

Members of the business and industry communities have identified vital career and technical education skills. In 1992, the Secretary's Commission on Achieving Necessary Skills (SCANS) identified productive use of resources, interpersonal skills, information, systems, and technology as essential workplace competencies. The SCANS foundation skills include basic skills, personal qualities, and the ability to identify and solve real problems, reason effectively, and apply critical thinking skills.

To compete in this global, information-based economy, students must be able to identify and solve real problems, use appropriate tools, reason effectively, and apply critical thinking skills. The career and technical education and consumer, family, and life skills standards identify key career education and consumer, family, and life skills which can also enhance personal behavior and professional conduct in life and careers. In addition to the SCANS report, the National Career Development Guidelines and National Standards for School Counseling Programs were used as resources. Educators may find these national standards as well as the national standards documents in other areas very useful resources.

**Career and Technical Education**

The career and technical arts standards at the elementary and middle school levels are designed to prepare students for further study at the high school level in career and technical education, formerly known as practical arts. These courses typically include business education, family and consumer sciences, and other courses related to career education and consumer, family, and life skills. In early elementary grades, career and technical education is designed to be integrated with other core content. At the middle and junior high school levels, the standard may be integrated or taught through rotational programs as students work on interdisciplinary projects that develop employability and academic skills. At the high school level, career and technical education programs establish necessary pathways for entering the world of work as well as continuing education, such as college, post-secondary vocational-technical education, specialized Career Education and Consumer, Family, and Life Skills

certification and/or registered apprenticeships. They also support lifelong learning. These essential elements include preparation for post-secondary pursuits as well as providing an essential foundation in everyday living skills. In essence, career and technical education is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States. Career Clusters supported by state vocational technical directors from across the

country. Career and technical education provides a variety of learning experiences to meet the needs of students having multiple learning styles.

Students interested in more intensive study at the high school level in one of the career clusters may participate in a vocational-technical education program as defined in N.J.A.C. 6A:19, Vocational Technical Education Programs and Standards. The career clusters include: agriculture, food, and natural resources; architecture and construction; arts, audio/video technology and communications; business, management, and administration; education and training; finance; government and public administration; health science; hospitality and tourism; human services; information technology; law, public safety and security; manufacturing; marketing, sales and service; science, technology, engineering, and mathematics; and transportation, distribution, and logistics. A number of vocational student organizations have been created to enhance and support career development. They include:

- DECA/DEX/Distributive Education Clubs of America/Delta Epsilon Chi (marketing education);
- FBLA-PLB/Future Business Leaders of America-Hi Beta Lambda (business/technology education);
- FCCLA/ Family, Career, and Community Leaders of American (family and consumer sciences);
- FFA (agri-business education);
- HOSA /Health Occupations Students of America (trade and industrial education);
- TSA/Technology Student Association(technology education); and
- SKILLSUSA/VICA Vocational Trade and Industrial Student Organization.

Career and technical education programs enable students to:

- Describe and integrate basic skills, thinking skills, and personal qualities, as defined by the SCANS Report;
- Address self-knowledge, career planning, and employability skills utilizing technology, information, and other resources;
- Enhance academic achievement and motivation for learning;
- Explore career education and planning;
- Acquire necessary employability and interpersonal workplace skills; and
- Pursue specific courses and programs designed to lead to employment or post-secondary options in occupations included within the sixteen States. Career Clusters.

All students need to develop consumer, family, and life skills necessary to be a functioning member of society. All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will work collaboratively with a variety of groups and demonstrate trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students will apply the principles of resource management and skills that promote personal and professional well-being. They will also be expected to understand the components of financial education and make economic choices.

## **Standards and Strands**

There are two career education and consumer, family, and life skills standards, each of which has a number of lettered strands. The standards and strands include:

### **9.1 Career and Technical Education**

- A. Career Awareness and Planning
- B. Employability Skills

### **9.2 Consumer, Family, and Life Skills**

- A. Critical Thinking
- B. Self-Management
- C. Interpersonal Communication
- D. Character Development and Ethics
- E. Consumer and Personal Finance
- F. Safety

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**STANDARD 9.1 (CAREER AND TECHNICAL EDUCATION)**  
**ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING,**  
**EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY**  
**FOR SUCCESS IN THE WORKPLACE.**

Descriptive Statement: All students will explore career opportunities and make informed choices based on aptitudes and interests. Students will identify and pursue career goals, apply communications skills in work-relevant situations, demonstrate the ability to combine ideas or information in new ways, make connections between unrelated ideas, organize and present information, and allocate financial and other resources efficiently and effectively. Students will identify and use various print and non-print resources in the home, school, and community to seek and plan for employment. They will be able to use the job application process, including resumes, forms, and interviews.

Career and technical education, formerly called practical arts, is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States. Career Clusters. The intent at the elementary and middle school levels is to prepare all students for the option of further study in career and technical education at the high school level. These courses typically include business education, family and consumer sciences, and other courses related to careers and life skills. Career and technical education programs establish necessary pathways for secondary vocational-technical education programs, entering the world of work, continuing education (such as college, post secondary vocational-technical education, specialized certification and/or registered apprenticeships), and lifelong learning.

Those students electing courses in career and technical education should demonstrate both teamwork and problem-solving skills through a structured learning experience. This could consist of an experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groupings, and to assist them in gaining employment skills and making career and educational choices. The experience may be either paid or unpaid, depending on the type of activities in which the student is involved. Examples include, but are not limited to: apprenticeships, community service, cooperative education, internships, job shadowing, school-based experiences, vocational student organizations, paid employment, and volunteer activities. Structured learning experiences must meet all state and federal child labor laws and regulations.

**Strands and Cumulative Progress Indicators**

**By the end of Grade 4, students will:**

**A. Career Awareness and Planning**

1. Describe various life roles and work-related activities in the home, community, and school.
2. Identify abilities and skills associated with various careers.
3. Identify reasons people work and how work habits impact the quality of one's work.

**B. Employability Skills**

1. Describe and demonstrate the importance of personal and interpersonal skills.
2. Identify positive work habits and attitudes necessary for home, community, and school.
3. Identify reasons for working as part of a team.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**A. Career Awareness and Planning**

1. Demonstrate the ability to distinguish between job, occupation, and career.
2. Outline the steps in the career planning process.
3. Apply research skills to career exploration.
4. Analyze personal interests, abilities, and skills through various measures including self assessments.
5. Explore careers using hands-on real life experiences within the sixteen States. Career Clusters.
6. Develop an individual career plan and include in a portfolio.
7. Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.

**B. Employability Skills**

1. Research local and state employment opportunities.
2. Develop an employment package that includes a job application, letter of interest, and resume.
3. Demonstrate job-seeking skills.
4. Describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment.
5. Compare and contrast possible choices based on identified/perceived strengths, goals, and interests.
6. Identify and develop skills that are transferable from one occupation to another.

**STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS)**  
**ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.**

Descriptive Statement: All students need to develop consumer, family, and life skills necessary to be functioning members of society. All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will understand the components of financial education and make economic choices. Students will demonstrate self-awareness and the ability to respond constructively to criticism and potential conflict. In addition, students will work collaboratively with a variety of groups and demonstrate the essential components of character development and ethics, including trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. Wellness, nutrition, child development, and human relationships are an important part of consumer, family, and life skills. However, wellness, nutrition, and human relationship cumulative progress indicators are not listed here as it would duplicate those in Comprehensive Health and Physical Education Standards.

**Strands and Cumulative Progress Indicators**

**By the end of Grade 4, students will:**

**A. Critical Thinking**

1. Recognize and define a problem.
2. Plan and follow steps to make choices and decisions.
3. Identify and access print and non-print resources that can be used to help solve problems.
4. Demonstrate brainstorming skills.

**B. Self-Management**

1. Demonstrate an understanding of the relationship between personal behavior and self-image.
2. Recognize and build upon personal strengths.
3. Accept criticism and respond constructively.
4. Recognize personal likes and dislikes.
5. Demonstrate steps to deal with stress and conflict.

**C. Interpersonal Communication**

1. Develop positive social skills to interact with others.
2. Select and use language appropriate to the situation.
3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.
4. Practice steps for effective conflict resolution.
5. Work cooperatively with others to accomplish a task.

**D. Character Development and Ethics**

1. Demonstrate character traits that are important in day-to-day activities in the home, school, and community such as trust, responsibility, respect, fairness, caring, and citizenship.
2. Conduct a cooperative activity or project that addresses a character trait.
3. Identify ethical behaviors in the home, school, and community.
4. Explain a person's responsibility to obey the laws and rules.

### **E. Consumer and Personal Finance**

1. Demonstrate a basic understanding of the value of money.
2. Identify various sources of money for personal spending.
3. Explore the relationship among wants, needs, and resources.
4. Understand that prices of goods and services can be compared to make decisions about purchases.
5. Explain how people can improve their ability to earn income by gaining new knowledge, skills, and experiences.
6. Describe how to earn and save money in order to purchase a desired item.

### **F. Safety**

1. Identify common hazards associated with home, school, and community.
2. Explain how common hazards can be eliminated in the home, school, and community.
3. Describe and demonstrate the safe use of tools and equipment used at home and at school.

### **Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

#### **A. Critical Thinking**

1. Communicate, analyze data, apply technology, and problem solve.
2. Describe how personal beliefs and attitudes affect decision-making.
3. Identify and assess problems that interfere with attaining goals.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information.
5. Practice goal setting and decision-making in areas relative to life skills.

#### **B. Self-Management**

1. Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.
2. Demonstrate responsibility for personal actions and contributions to group activities.
3. Explain the need for, and advantages of, lifelong learning.

#### **C. Interpersonal Communication**

1. Demonstrate respect and flexibility in interpersonal and group situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
4. Demonstrate appropriate social skills within group activities.
5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
6. Participate as a member of a team and contribute to group effort.

#### **D. Character Development and Ethics**

1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.
2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.
3. List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.
4. Describe how personal ethics influence decision making.

**E. Consumer and Personal Finance Skills**

1. Identify and demonstrate personal finance skills in checkbook maintenance and investing.
2. Construct a simple personal savings/spending plan.
3. Understand that people make financial choices that have costs, benefits, and consequences.
4. Explain the difference in cost between cash and credit purchases.
5. Compare prices of similar items from different sellers.

**F. Safety**

1. Demonstrate appropriate safety procedures for hands-on experiences.
2. Demonstrate the use of recommended safety and protective devices.
3. Describe appropriate response procedures for emergency situations.