

Course: *Foundations of Art*
Unit #: 4 (*Connecting*)

Year of Implementation: 2021-2022

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}
<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Proficient

- *1.2.12prof.Cn10a: Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.*
- *1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.*

Accomplished

- *1.2.12acc.Cn10a: Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.*
- *1.2.12acc.Cn10b: Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.*

Advanced

- *1.2.12adv.Cn10a: Independently and proactively access relevant and qualitative resources to inform the creation of impactful media artworks.*
- *1.2.12adv.Cn10b: Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.*

Career Readiness, Life Literacies, and Key Skills:

- *9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).*
- *9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).*

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Proficient

- *1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).*
- *1.2.12prof.Cn11b: Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.*

Accomplished

- *1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.*
- *1.2.12acc.Cn11b: Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity*

Advanced

- *1.2.12adv.Cn11a: Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.*
- *1.2.12adv.Cn11b: Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.*

Career Readiness, Life Literacies, and Key Skills:

- *9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).*
- *9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.*

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African- Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Note: All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Transfer Goal: Students will be able to independently use their learning to *create works of art that fit within the contexts of historical and contemporary time periods.*

As aligned with LRHSD Long Term Learning Goal(s):

Creatively and independently problem-solve using a variety of methods while incorporating influences from art history and modern culture.

Understand and interpret the effect society has on art and in return art on society.

Analyze different areas of art history and apply the techniques, mediums, and ideals to the present day.

Enduring Understandings

Students will understand that. . .

EU 1 (From Anchor Standard 10)

- through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

EU 2 (From Anchor Standard 11)

- people develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Essential Questions

EU 1

- *How does engaging in creating art enrich people's lives?*
- *How does making art attune people to their surroundings?*
- *How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?*

EU 2

- *How does art help us understand the lives of people of different times, places and cultures?*
- *How is art used to impact the views of a society?*
- *How does art preserve aspects of life?*

Knowledge

Students will know . . .

EU 1

- *how an artist's self-expression is influenced by their culture.*

EU 2

- *techniques and styles of various artists and art movements across different cultures.*

Skills

Students will be able to. . .

EU 1

- *analyze how the arts and artists influence each other across history and cultures.*

EU 2

- *apply various artistic techniques/media used throughout different cultures.*

Stage Two - Assessment

Other Evidence:

- Teacher generated test
- Journal entry (Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge)
- Student written critiques
- Class participation
- Teacher generated question responses (essays)

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T=

Transfer. *{place A, M and/or T along with the applicable EU number in parentheses after each statement}*

- Students will be introduced to various artworks from different cultures through websites, textbooks, museum trips, images, slide shows, etc. They will identify and compare the various styles through history. (A,M) (EU2)
- Teacher will guide students in analyzing a selected artwork to identify the style. (A) (EU1)
- Students will use conventional materials (including but not limited to pencil, color pencil, acrylics, watercolors, markers, pen, plaster, clay, wire) to reflect the knowledge they have acquired through their research when creating works of art. (T) (EU1)
- Critique different works of art throughout history and identify the culture, style, and time period of the artist. (T) (EU2)
- Students will self-assess their artworks from a historical and cultural perspective. (T) (EU1)