

Course: Creative Arts Media
Unit #: Unit 1 (Creating)

Year of Implementation: 2022-2023

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Stage One - Desired Results

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

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

Anchor Standard 1: Generating and conceptualizing ideas

Performance Expectations:

Proficient

- 1.2.12prof.Cr1a: *Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.*
- 1.2.12prof.Cr1b: *Organize and design artistic ideas for media arts productions.*
- 1.2.12prof.Cr1c: *Critique plans, prototypes and production processes considering purposeful and expressive intent.*
- 1.2.12prof.Cr1d: *Apply aesthetic criteria in developing, refining and proposing media arts artwork.*

Accomplished

- 1.2.12acc.Cr1a: *Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.*
- 1.2.12acc.Cr1b: *Organize and design artistic ideas for media arts productions.*
- 1.2.12acc.Cr1c: *Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.*
- 1.2.12acc.Cr1d: *Apply aesthetic criteria in developing and refining media arts artwork.*

Advanced

- 1.2.12adv.Cr1a: *Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.*
- 1.2.12adv.Cr1b: *Fluently integrate a sophisticated personal aesthetic for media arts productions.*
- 1.2.12adv.Cr1c: *Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.*

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).

Anchor Standard 2: Organizing and developing ideas

Performance Expectations

Proficient

- 1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.
- 1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- 1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

Accomplished

- 1.2.12acc.Cr2a: Organize and design artistic ideas for media arts productions.
- 1.2.12acc.Cr2b: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
- 1.2.12acc.Cr2c: Apply aesthetic criteria in developing and refining media arts artwork.

Advanced

- 1.2.12adv.Cr2a: Fluently integrate a sophisticated personal aesthetic for media arts productions.
- 1.2.12adv.Cr2b: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.

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).

Anchor Standard 3: Refining and completing products

Performance Expectations

Proficient

- 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
- 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.

Accomplished

- 1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.
- 1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes.
- 1.2.12acc.Cr3c: Refine and elaborate aesthetic elements and technical components. Intentionally form impactful expressions in media artworks for specific purposes, intentions, continuity, juxtaposition, audiences and contexts.

Advanced

- 1.2.12adv.Cr3a: Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.
- 1.2.12adv.Cr3b: Intentionally and consistently refine and elaborate elements and components to form impactful expressions

in media artworks, directed at specific purposes, audiences and contexts.

Career Readiness, Life Literacies, and Key Skills:

- *9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).*

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

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.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Transfer Goal: *Students will be able to independently use their learning to look, think, and work like an artist.*

LRHSD Long Term Learning Goals

- 1. Creatively and independently problem-solve using a variety of methods while incorporating influences from art history and modern culture.*
- 2. Complete and create a variety of tasks and works in a given time frame in order to prepare to work under a deadline.*
- 3. Understand and apply the elements and principles of art in a variety of ways to create unique and diverse works of art.*
- 4. Understand and interpret the effect society has on art and in return art on society.*

Enduring Understandings

Students will understand that. . .

Essential Questions

EU 1

- *the artist's process, imagination and intuition drive the work and can lead to unforeseen or unpredictable outcomes.*
- *creativity and innovative thinking are essential life skills that can be developed.*

EU 2

- *great art requires skills and discipline to turn creative imagination into a quality product.*

EU 3

- *various cultural influences impact an artist's work.*

EU 4

- *artist's pull inspiration from various sources consciously and unconsciously.*

EU 5

- *the arts serve multiple functions: enlightenment, education and entertainment.*

Knowledge

Students will know . . .

EU 1

- *the vocabulary needed to communicate and apply the principles of design. (1,3)*
- *The properties and correct use of a variety of 2D and 3D media. (2)*
- *The difference between a variety of design concepts, drawing and sculpting techniques, media and methods. (1,2,3)*

EU 1

- *How do underlying structures (societal, cultural, historical, etc.) unconsciously guide the creation of artworks?*
- *What conditions, attitudes and behaviors support creativity and innovative thinking?*

EU 2

- *What do artists consider when making decisions about their work?*
- *How do skills and techniques influence decision making processes in the creation of art?*

EU 3

- *How do various cultures influence an artist?*

EU 4

- *Where does inspiration come from and in what way do artists gather their ideas?*

EU 5

- *What is the purpose of art?*

Skills

Students will be able to . . .

EU 1

- *apply innovative applications of the principles of design using the elements of art in 2D and 3D visual artworks. (1,3)*
- *apply the use of a variety of art making concepts, techniques, media and methods. (3)*

EU 2

- *ways in which preparatory sketches are an integral part of the creative process. (2)*
- *the proper use of sketches and how to utilize teachers, classmates and outside influences in the creative process. (1,3)*
- *the proper techniques and different styles of various artists and art movements from different cultures and societies. (3)*

EU 3

- *the art history and values of different cultures. (1)*

EU 4

- *types of sources for inspiration in the creation of ideas for art. (1,2)*

EU 5

- *ways in which the arts serve to enlighten, educate and entertain different cultures. (3)*

EU 2

- *create a quality product using creative imagination, discipline and skills. (3)*

EU 3

- *identify various aspects of their own culture and analyze how cultural elements are applied to artwork. (3)*
- *research and identify various artists and art movements from a variety of cultures and societies. (1)*
- *identify and analyze how various forms of art serve different purposes. (3)*

EU 4

- *identify and analyze where artist's inspirations originate. (1,2)*

EU 5

- *identify and analyze how various forms of art serve different purposes. (3)*

Stage Two - Assessment

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. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): *Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection*

- Teacher will model how to apply the elements of art to the principles of design in the creation of both 2D and 3D artworks. **(A, EU1)**
- Students will analyze selected artwork to identify how successful the artwork is based on the application of the elements of art and principles of design. **(M, EU1)**
- Students will be introduced to a variety of cultural artworks reflecting the elements of art and principles of design, with equal emphasis on 2D and 3D concepts and techniques. **(A, EU3, EU4, EU5)**
- Students will work in groups to analyze and compare artists' works to identify similarities and differences in themes, cultures, subject matter and the functionality of the work of art. Students will work from a writing prompt to draft a summary of their analysis based upon their group discussion of the work of art. **(M, EU1, EU2, EU3)**
- Students will create a preliminary sketch/maquette (miniature version of the final 3D sculpture), which reflects the principles of design and elements of art necessary for the creation of artwork. **(T, EU1, EU2)**
- Students will be introduced to a variety of movements from art history throughout various cultures, and students will then create artworks that are impacted by those art movements. **(A,M,T, EU1, EU3)**
- Students will analyze selected artworks to identify the given purpose for that individual piece. (enlightenment, education and entertainment)
(M, EU4, EU5)

Pacing Guide

Unit #	Title of Unit	Approximate # of Teaching Days
1	Creating	45

Instructional Materials

Drawing materials
Painting materials
Sculpture materials

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.