

Course: Creative Arts Media
Unit #: 2 (Performing/Presenting/Producing)

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 4: *Selecting, analyzing, and interpreting work.*

Performance Expectations:

Proficient

- *1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.*

Accomplished

- *1.2.12acc.Pr4a: Integrate various arts, media arts forms and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.*

Advanced

- *1.2.12adv.Pr4a: Synthesize various arts, media arts forms and academic content into unified media arts.*

Career Readiness, Life Literacies, and Key Skills:

- *9.4.8.Cl.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).*
- *9.4.8.Cl.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).*

Anchor Standard 5: *Developing and refining techniques and models or steps needed to create products.*

Performance Expectations:

Proficient

- *1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.*
- *1.2.12prof.Pr5b: Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing*

identified challenges and constraints within and through media arts productions.

- *1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.*

Accomplished

- *1.2.12acc.Pr5a: Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.*
- *1.2.12acc.Pr5b: Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.*
- *1.2.12acc.Pr5c: Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.*

Advanced

- *1.2.12adv.Pr5a: Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.*
- *1.2.12adv.Pr5b: Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.*
- *1.2.12adv.Pr5c: Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.*

Career Readiness, Life Literacies, and Key Skills:

- *9.4.8.DC.1: Analyze the resource citations in online materials for proper use.*
- *9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).*
- *9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.*

Anchor Standard 6: *Conveying meaning through art.*

Performance Expectations:

Proficient

- *1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings*

Accomplished

- *1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.*

Advanced

- *1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.*

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: *Demonstrate the ability to reflect, analyze, and use creative skills and ideas.*
- 9.4.12.CT.1: *Identify problem-solving strategies used in the development of an innovative product or practice.*

<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 and collaboratively apply their learning to create works that are culturally intuitive with the world around them.*

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

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, interpret, and apply skills and techniques across the spectrum of art in both two and three dimensional mediums.*
10. *Be able to act equally and equitably as critics and artists in order to create and critique in a cohesive working relationship.*

Enduring Understandings

Students will understand that. . .

Essential Questions

EU 1

- *artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.*

EU 2

- *artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.*

EU 3

- *objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.*

EU 4

- *with certain skills and training there are many job opportunities in the arts.*

EU 1

- *How are artworks cared for and by whom?*
- *What criteria, methods and processes are used to select work for preservation or presentation?*
- *Why do people value objects, artifacts and artworks, and select them for presentation?*

EU 2

- *What methods and processes are considered when preparing artwork for presentation or preservation?*
- *How does refining artwork affect its meaning to the viewer?*
- *What criteria are considered when selecting work for presentation, a portfolio, or a collection?*

EU 3

- *How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?*
- *How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?*

EU 4

- *What does a successful career in the visual arts look like?*

Knowledge

Students will know . . .

EU 1

- *the Elements of Art and the Principles of Design. (4)*
- *to what effect the Principles of Design can be used in the creation of 2D and 3D artworks. (4)*

Skills

Students will be able to . . .

EU 1

- *synthesize the Elements of Art and Principles of Design in an original portfolio of 2D and 3D artworks that reflects technical proficiency and personal expression. (4)*

- EU 2*
- *the relationship between advanced art making techniques and styles to various art media. (4,5,6)*

- EU 3*
- *a variety of concepts, art movements, styles and techniques. (4)*

- EU 4*
- *that there are various art career options (such as Graphic Design, Illustration, Fashion Design, Industrial Design, etc.). (4)*

- EU 2*
- *select a variety of appropriate media for both 2D and 3D works of art. (4)*
 - *create works of art that demonstrate an understanding of the media. (5,6)*

- EU 3*
- *create works of art that are based on a variety of concepts, art movement, techniques and styles. (4,5)*

- EU 4*
- *utilize supplemental resources to gain information about career choices in the art field. (4)*

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: 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**

- **Analyze compositional and stylistic principles of artworks in multiple art media. (M, EU1, EU2)**
- **Interpret themes and symbols suggested by the artworks. (M, EU3)**
- **Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work. (T, EU1, EU3)**

- Investigate careers in the visual arts through the use of websites, textbooks, museum trips, images, powerpoints. (A, EU4)
- Participate and prepare work for display in art shows and/or contests both in school and in the community. (T, EU1, EU2)
- Create original art using a variety of media and methodologies to produce a portfolio. (T, EU2, EU3)
- Teacher will provide various examples of careers in the art and the expectations that go with them, and students will create presentations demonstrating their understanding of these careers and expectations. (A, M, EU4)

Pacing Guide

Unit #	Title of Unit	Approximate # of Teaching Days
2	<i>Performing/Presen ting/Producing</i>	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.