

**Course: Creative Arts Media**  
**Unit #: 3 (Responding)**

**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 7: Perceiving and analyzing products.**

*Performance Expectations:*

*Proficient*

- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.

*Accomplished*

- 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

*Advanced*

- 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

*Career Readiness, Life Literacies, and Key Skills:*

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

**Anchor Standard 8: Applying criteria to evaluate products.**

*Performance Expectations:*

*Proficient*

- 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work

*and its various contexts.*

**Accomplished**

- 1.5.12acc.Re8a: *Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.*

**Advanced**

- 1.5.12adv.Re8a: *Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.*

**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.*
- 9.4.12.CI.3: *Investigate new challenges and opportunities for personal growth, advancement, and transition.*
- 9.4.12.CT.2: *Explain the potential benefits of collaborating to enhance critical thinking and problem solving.*
- 9.4.12.IML.4: *Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.*

**Anchor Standard 9: Interpreting intent and meaning.**

**Performance Expectations:**

**Proficient**

- 1.5.12prof.Re9a: *Establish relevant criteria in order to evaluate a work of art or collection of works.*

**Accomplished**

- 1.5.12acc.Re9a: *Determine the relevance of criteria used by others to evaluate a work of art or collection of works.*

**Advanced**

- 1.5.12adv.Re9a: *Construct evaluations of a work of art or collection of works based on differing sets of criteria.*

**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.DC.7: *Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.*
- 9.4.12.GCA.1: *Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.*
- 9.4.12.IML.8: *Evaluate media sources for point of view, bias, and motivations.*
- 9.4.12.IML.9: *Analyze the decisions creators make to reveal explicit and implicit messages within information and media.*

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-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 respond like an artist to engage with the world around them.*

LRHSD Long Term Learning Goals

3. *Understand and interpret the effect society has on art and in return art on society.*
7. *Transfer classroom learning to an array of tasks outside of the classroom, including the school and the surrounding community.*
9. *Develop an artistic ethic that includes self-motivation, self-reflection, and time-management as working skill-sets.*
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. . .

**EU 1**

- *individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.*
- *visual arts influence understanding of and responses to the world.*

Essential Questions

**EU 1**

- *How do life experiences influence the way you relate to art?*
- *How does learning about art impact how we perceive the world?*
- *What can we learn from our responses to art?*
- *What is visual art?*

<p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>people gain insights into meanings of artworks by engaging in the process of art criticism.</i></li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• <i>people evaluate art based on various criteria.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Where and how do we encounter visual arts in our world?</i></li> <li>• <i>How do visual arts influence our views of the world?</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>What is the value of engaging in the process of art criticism?</i></li> <li>• <i>How does knowing and using visual art vocabulary help us understand and interpret works of art?</i></li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• <i>How does one determine criteria to evaluate a work of art?</i></li> <li>• <i>How and why might criteria vary?</i></li> </ul>
<p><u><i>Knowledge</i></u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>that a critique can be both a formal and informal analysis of a work of art that establishes cultural awareness. (7,8,9)</i></li> <li>• <i>discussing and analyzing artwork, including aesthetic response of the viewer, is essential to the growth of the artist. (7)</i></li> <li>• <i>an artist can use a variety of methods to communicate their meaning behind their artwork and influence how the audience receives it. (8)</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>art can be perceived differently and opinions will vary between viewers. (7)</i></li> </ul> <p><i>EU 3</i></p>	<p><u><i>Skills</i></u> <i>Students will be able to. . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>use the formal process of critique to show understanding of the formal qualities of an artwork. (7)</i></li> <li>• <i>apply social and cultural factors to an artwork to understand the artist's intentions. (8,9)</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>discuss personal reactions after participating in a critique. (7)</i></li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• <i>Create parameters in order to successfully critique a work of art. (7,8,9)</i></li> </ul>

- *establishing an open discussion on artwork, both positive and negative, is an essential skill for a productive life as an artist. (7,8,9)*

## 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**

- **Teacher and students will demonstrate the four parts of critique and guide students through the use of these parts during oral and written critiques. (A, M, T, EU2, EU3)**
- **Describe, analyze, interpret and judge works of art both in writing and verbally using appropriate vocabulary (M, T, EU2, EU3)**
- Using a visual prompt, the student will analyze the use of the elements and principles in a class discussion and a written/oral response **(M, T, EU2, EU3)**
- **Use supplemental materials/media (websites, textbooks, museum trips, images, powerpoints, etc), as needed, critique works of art outside of the classroom setting. (M, EU1, EU2, EU3)**
- **Teacher and students will adapt and refine students' work based upon critical assessment. (T, EU2, EU3)**
- **Independently perform the criteria for the critiquing process at art exhibitions both in and out of the classroom. (T, EU2, EU3)**
- **Design a rubric for evaluating artwork. (T, EU3)**

## Pacing Guide

Unit #	Title of Unit	Approximate # of Teaching Days
3	<i>Responding</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.