

**Course:** *Creative Arts Media*  
**Unit #:** *Unit 4 (Connecting)*

**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 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.*
- *9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.*

**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.*
- 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.*

<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 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):**

1. *Creatively and independently problem-solve using a variety of methods while incorporating influences from art history and modern culture.*
3. *Understand and interpret the effect society has on art and in return art on society.*
6. *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*

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

*EU 2*

- *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*

Skills

Students will be able to. . .

*EU 1*

- ways in which an artist's self-expression is influenced by their culture. (10)

EU 2

- techniques and styles of various artists and art movements across different cultures. (11)

- analyze how the arts and artists influence each other across history and cultures. (10)

EU 2

- compare/contrast how history and cultures influence the arts. (11)
- apply various artistic techniques/media used throughout different cultures. (11)

## 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.**

- Students will be introduced to various artworks from different cultures through websites, textbooks, museum trips, images, powerpoints, etc. They will identify and compare the various styles throughout history. (A, M, EU1, EU2)
- Teacher will guide students in analyzing a selected artwork/style to show how the selection of various principles and elements define a style of art. (A, EU1)
- Teacher will guide students to identify the relationships between artistic styles/movements in art history. Students will then compare and contrast various styles/movements to identify the impact of preceding art movements. (A, M, EU1, EU2)
- Students will work collaboratively, using supplemental resources, to analyze and compare the artists' works. (M, EU2)
- The students will be introduced to more conventional materials to reflect the knowledge they have acquired through their research when creating works of art. (T, EU1)
- Students will 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, EU2)
- Role playing as a art historian/museum docent, the students will present post-modern art (including their own work) as they see it being viewed by future generations and explain how it reflects the values of (this current year). (T, EU2)

## Pacing Guide

Unit #	Title of Unit	Approximate # of Teaching Days
4	<i>Connecting</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.