

**Course:** *Creative Arts Media 2*  
**Unit #1:** *Creating*

**Year of Implementation:** 2023-2024

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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:**

- **Content 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.
- 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.
- 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.

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

- **21st Century Life & Career Standards**

- *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.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).*
    - 9.4.12.CT.2: *Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).*

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

- **English Companion Standards**

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- Grade 9-10 Companion Standards:  
[https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA\\_Companion9-10.pdf](https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion9-10.pdf)
- Grade 11-12 Companion Standards:  
[https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA\\_Companion11-12.pdf](https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf)
- **Interdisciplinary Content Standards**
  - List any standards from other content areas that apply to this unit.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

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.

Diversity and Inclusion ([N.J.S.A. 18A:35-4.36a](#)) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) [P.L.2021, c.410](#) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

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

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

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

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

*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 . . .

*EU 1*

- the artist's process, imagination and intuition drive the work and can lead to unforeseen or unpredictable outcomes.*

*EU 2*

- mature/advanced forms of art require more developed skills and discipline to turn creative imagination into a quality product.*
- developing artists and designers balance informed experimentation and safety, freedom and responsibility, while developing and creating artworks.*
- people create and interact with objects, places and design that define, shape, enhance, and empower their lives.*

*EU 3*

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

*EU 4*

- artists pull inspiration from various sources consciously and unconsciously.*

*EU 5*

- the arts serve multiple functions: enlightenment,*

*Essential Questions*

*EU 1*

- How do underlying structures unconsciously guide the creation of art works?*
- What factors prevent or encourage people to take creative risks?*

*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?*
- How does a mature artist's work differ from a novice artist?*
- How do objects, places and design shape lives and communities?*

*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*

<p><i>education and entertainment.</i></p>	<ul style="list-style-type: none"> <li>• <i>What is the purpose of art?</i></li> </ul>
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>the upper level vocabulary needed to communicate and apply the principles of design.</i></li> <li>• <i>the properties and correct use of a variety of 2D and 3D media.</i></li> <li>• <i>the difference between a variety of design concepts, drawing and sculpting techniques, media and methods as seen through a mature artist's lens.</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>ways in which preparatory sketches are an integral part of the creative process.</i></li> <li>• <i>the proper use of sketches and how to utilize teachers, classmates and outside influences in the creative process.</i></li> <li>• <i>the proper techniques and different styles of various artists and art movements from different cultures and societies.</i></li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• <i>the art history and values of different cultures.</i></li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• <i>types of sources for inspiration in the creation of ideas for art.</i></li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• <i>ways in which the arts serve to enlighten, educate and entertain different cultures.</i></li> </ul>	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>apply new and innovative applications of the principles of design using the elements of art in 2D and 3D visual artworks. (1,2)</i></li> <li>• <i>apply advanced uses of a variety of art making concepts, techniques, media and methods. (3)</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>create a high quality product using creative imagination, discipline and skills. (3)</i></li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• <i>identify various aspects of their own culture and analyze how cultural elements are applied to artwork. (2)</i></li> <li>• <i>research and identify various artists and art movements from a variety of cultures and societies. (1)</i></li> <li>• <i>identify and analyze how various forms of art serve different purposes. (3)</i></li> <li>• <i>apply knowledge of copyright laws in the formation of ideas from various sources in the creation of original works of art. (1)</i></li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• <i>identify and analyze where artist's inspirations originate. (1)</i></li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• <i>identify and analyze how various forms of art serve different purposes. (3)</i></li> </ul>

## 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.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. 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)
- Teacher will model how to apply the elements of art to the principles of design in the creation of higher level 2D and 3D artworks. (A, EU 2)
- 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, EU 2)
- Students will be introduced to a variety of cultural artworks reflecting the elements of art and principles of design, with focus on 2D and 3D concepts and techniques. (A, EU 3)
- Students will work in groups to analyze and compare artists' works to identify similarities and differences in themes, cultures, subject matter and what function the art serves. Students will discuss how changes in the use of the elements and principles of art affect different styles of art. Based upon their group analysis and discussions, students will work from a writing prompt to draft a summary of their analysis. (M, EU 1)
- Students will create a preliminary sketch/maquette which reflects the proper use of the principles of design and elements of art necessary for the creation of artwork. (T, EU 1, EU 2)
- Teacher will demonstrate ways the selected medium and materials can be added to the composition. Students select, refine, and enlarge ideas from their sketches that fulfill criteria established by the class, teacher, and personal interests. Students work in pairs or individually to review enlarged sketches and give feedback regarding the creative process



*techniques and visual impact through choice of art elements and design principles. Students will demonstrate knowledge of medium/materials to parts of their sketches before applying them to the final composition. Students will reflect on the process and progress of their work. (A,M,T EU 1, EU 2, EU 4, EU 5)*

- *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, EU 3)*
- *Students will analyze selected artworks to identify the given purpose for that individual piece. ( enlightenment, education and entertainment) (M, EU 5)*

## Pacing Guide

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	1	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.