

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

Year of Implementation: 2023-2024

Curriculum Team Members: Katie Nash, Rocky Canonica
katienash@lrhsd.org , rcaonica@lrhsd.org

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 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.
 - 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.

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

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

- **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., cross-cultural, 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).
 - 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.

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-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
 - Grade 11-12 Companion Standards:
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 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): <https://www.lrhdsd.org/Page/6163>

LRHSD Long Term Learning Goals

- 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. . .

EU 1

- all major art movements have been shaped by both the culture of their origins and also by the movements and cultures that preceded them.*

EU 2

- the origin of the artist's culture is reflected in the artist's work.*

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.*

Essential Questions

EU 1

- How can studying different cultures and their effect on art influence self-expression?*

EU 2

- How does art tell us about a culture or society?*
- How is an artist's personal expression reflective of the culture in which they live?*

EU 3

- How does the relationship between the arts and cultures affect and preserve that culture?*

Knowledge

Students will know . . .

Skills

Students will be able to. . .

EU 1

- *Ways in which an artist's self-expression is influenced by their culture. (4)*

EU2

- *the major art movements throughout history of many different cultures. (5)*

EU3

- *techniques and styles of various artists and art movements across different cultures. (4)*

EU 1

- *analyze how the arts and artists influence each other across history and cultures. (4)*

EU2

- *compare/contrast how history and cultures influence the arts. (5)*

EU3

- *apply various artistic techniques/media used throughout different cultures. (4)*

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*

- *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) (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 artistic styles/movements impact on another. Students will then compare and contrast various styles/movements to identify the impact of preceding art movements. (A,M) (EU2)*
- *Students will work collaboratively, using supplemental resources, to analyze and compare the artists' works. (M) (EU1)*
- *The students will use conventional materials (including but not limited to pencil, color pencil, acrylics, watercolors, markers, pen, plaster, clay, wire) to reflect the knowledge they have acquired through their research when creating works of art. (T) (EU 3)*
- *Students will critique different works of art throughout history and identify the culture, style, and time period of the artist. (T) (EU3)*
- *Students will self-assess their artworks from a historical and cultural perspective. (T) (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) (EU3)*

Pacing Guide

| <i>Unit #</i> | <i>Title of Unit</i> | <i>Approximate # of teaching days</i> |
|---------------|----------------------|---------------------------------------|
| 2 | 2 | 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.