

Course: *Creative Arts Media 2*
Unit #3: *Responding*

Year of Implementation: 2023-2024

Curriculum Team Members: Katie Nash, Rocky Canonica
katienash@lrhds.org , rcanonica@lrhds.org

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:** *(keep each of the following headings in place)*
 - **Content 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.
 - Anchor Standard 8: Applying criteria to evaluate products.
 - *Performance Expectation*
 - *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.*
- 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.*
- **21st Century Life & Career Standards**
 - *Career Readiness, Life Literacies, and Key Skills*
 - *9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)*
 - *9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).*
 - *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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).*
 - *9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).*
 - *9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).*

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
- 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 (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

<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
- 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 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

- the elements of art and principles of design are utilized to create successful 2D and 3D works of art.

EU 2

Essential Questions

EU 1

- what is successful art?
- what does upper level artwork look like?
- how do the elements of art and principles of design affect the creation of artworks?

EU 2

<ul style="list-style-type: none"> different tools, mediums, techniques allow artists to create different forms of 2D and 3D Design and Sculpture. <p><i>EU 3</i></p> <ul style="list-style-type: none"> an artist can use a variety of styles, medium and techniques to convey their ideas through their art. <p><i>EU 4</i></p> <ul style="list-style-type: none"> with certain skills, training, etc., there are many job opportunities in the arts 	<ul style="list-style-type: none"> what are the best choices of tools, methods, materials and techniques artists use to get his/her desired result? how do artists choose tools, techniques, and materials to express their ideas? <p><i>EU 3</i></p> <ul style="list-style-type: none"> how do you determine which style, medium and/or technique to use to best to convey your ideas? <p><i>EU 4</i></p> <ul style="list-style-type: none"> what would a successful career in the visual arts look like?
<p><u><i>Knowledge</i></u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <i>the principles of design and the elements of art. (8)</i> <i>how the Principles of Design are used in the creation of 2D and 3D artworks.(7,8)</i> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <i>the characteristics of advanced techniques and styles as they relate to a variety of art media. (7)</i> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <i>various concepts, art movements, styles and techniques. (8)</i> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <i>the various art career options (such as Graphic Design, Illustration, Fashion Design, Industrial Design, etc.). (8,9)</i> 	<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"> <i>synthesize the elements of art and principles of design in an original portfolio including examples of 2D and 3D artworks that reflects technical proficiency and expression. (7,8)</i> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <i>select and use different 3D media (clay, wood, paper/board, wire, metal, found objects) along with 2D media (acrylics, glazes, pen, marker, etc) in different techniques to create artworks that demonstrate an advanced understanding of the media as is relates to the work of art. (7)</i> <ul style="list-style-type: none"> <i>utilize different two dimensional techniques including, but not limited to, various drawing techniques (pencil, color pencil, marker, charcoal), watercolor, acrylic painting as</i>

	<p><i>well as mixed media to create a higher quality level of art. (7)</i></p> <ul style="list-style-type: none"> <i>utilize different sculptural techniques including, but not limited to, assemblage, carving, casting, modeling, installation. (7)</i> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <i>create works of art that are based on a variety of advanced and mature concepts, art movements, techniques and styles. (8)</i> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <i>utilize supplemental resources to gain information about career choices in the art field. (8,9)</i>
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

- Analyze compositional and stylistic principles of artworks in multiple art media. (M, EU 1, EU 2, EU 3)
- Interpret mature and profound as well as simplistic themes and symbols suggested by the artworks. (M, EU 3)
- 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, EU 3)
- Students will demonstrate different ways that 2D and 3D media can be applied to a final composition. (T, EU 1)
- Apply an advanced knowledge of elements and principles of design to two and three dimensional projects. (T, EU 1)
- Apply an advanced knowledge of different tools, mediums and techniques to create original 2D and 3D artworks. (T, EU 2)
- Investigate careers in the visual arts through the use of websites, textbooks, museum trips, images, powerpoints. (A, EU 4)
- Use mixed media to create original artwork. (M, EU 2)
- Participate and prepare work for display in art shows and/or contests both in school and in the community. (T, EU 1, EU 2, EU 3, EU 4)
- Create original art using a variety of media and methodologies to produce a portfolio demonstrating proficiency in a variety of media. (T, EU 1, EU 2, EU 3)
- 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, EU 4)

Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
3	Responding	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.