

Course: Sculpture
Unit #2: History, Art and Culture

Year of Implementation: 2024-2025

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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:**
 - **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: Employed artistic, design, technical, and soft skills in managing and producing media artworks.
 - 1.2.12adv.Pr5b: Fluently employs 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.
- **21st Century Life & Career Standards**
 - 9.4.8.CI.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.CI.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.
- **English Companion Standards**
 - NJLSA.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**
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.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.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
- **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 genocide 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 (NJSL) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

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 synthesize professional essential qualities of an Art Historian.

As aligned with LRHSD Long Term Learning Goal(s):

- Understand, interpret, and apply skills and techniques across the spectrum of art in both two and three dimensional mediums.
- Analyze different areas of art history and apply the techniques, mediums, and ideals to the present day.
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- Transfer classroom learning to an array of tasks outside of the classroom, including the school and the surrounding

community.

- Understand and interpret the effect society has on art and in return art on society.

Enduring Understandings

Students will understand that. . .

EU 1

- *various cultures influence an artist's work and preserve that culture for future generations.*

EU 2

- *Art movements have been shaped by their origins and the movements that preceded them.*

EU 3

- *characteristics of an artist's culture is reflected in their work.*

Essential Questions

- How do cultural influences impact artwork?
- How does history influence artwork?

Knowledge

Students will know . . .

EU 1

- how an artist's self expression is influenced by their culture. (1.2.12adv.Pr4a)

EU 2

- 3D art movements throughout history of many different cultures. (1.2.12adv.Pr4a)

EU 3

- 3D techniques and styles of various artists and art movements from different cultures. (1.2.12adv.Pr5c)

Skills

Students will be able to. . .

EU 1

- analyze how art and artists influence each other across cultures. (1.2.12adv.Pr5b)

EU 2

- compare and contrast how history and cultures influence 3D artworks. (1.2.12adv.Pr5b)

EU 3

- Determine what culture is being reflected through historical context. (1.2.12adv.Pr4a)

Stage Two - Assessment

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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. 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

- Introduce various sculptures from different cultures through websites, textbooks, museum trips, images, slide show, etc. compare the various styles throughout history. (A,M, EU2)
- Guide students in analyzing a selected artwork to identify style. (A,M, EU1, EU3)
- Use supplemental materials/media (websites, textbooks, museum trips, images, powerpoints, etc), as needed, critique works of art outside of the classroom setting. (M, EU2)
- Describe, analyze, interpret and judge works of art both in writing and verbally using appropriate vocabulary (M,T, EU1)
- Using a visual prompt, the student will analyze works from both contemporary society and different historical periods in a class discussion and a written/oral response (M,T, EU1 EU2)
- Work collaboratively, using supplemental resources, to analyze and compare. (M, EU1, EU2, EU3)
- Use unconventional materials (sticks, stones, cans, toothpicks, Styrofoam, dental floss, duct tape, etc) to reflect the knowledge through research when creating sculptures. (T, EU 2)
- Self assess sculpture from a historical perspective. (T, EU 2)

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Creating	45
2	History Art and Culture	45
3	Performance	45
4	Aesthetics and Critiquing Methodologies	45

Instructional Materials

- Drawing materials
- Painting materials
- Sculpture materials
- Field Trips

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.