| Marking Period | Unit Title | Recommended Instructional Days |
|---|---|---|
| 2 | Marking Period 2 | 45 |

| Artistic *Process*: | Anchor Standard: *General Knowledge & Skills* | |
|---|---|---|
| Creating<br>Producing<br>Responding | **Standard #:** Anchor Standard 2<br>**Description:** Organizing and developing ideas<br><br>**Standard #:** Anchor Standard 5<br>**Description:** Developing and refining techniques and models or steps needed to create products.<br><br>**Standard #:** Anchor Standard 8<br>**Description:** Interpreting intent and meaning. | **Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit** |
| **Artistic *Practice*:** | **Performance Expectation/s:** | |
| **Creating**<br>Conceive, Develop, Construct<br><br>**Producing**<br>Integrate, Practice, Present<br><br>**Responding**<br>Perceive, Evaluate, Interpret | **HS Proficient**<br>1.2.12prof.Cr2<br>a. Organize and design artistic ideas for media arts productions.<br><br>b. Critique plans, prototypes and production processes considering purposeful and expressive intent. | <u>**Sample Activity Description**</u>:<br><br>Unit Plan: Developing Techniques and Creativity in Computer Graphics<br><br>Grade Level: High School (Proficient) |

| | c. Apply aesthetic criteria in developing, refining and proposing media arts artwork. | Subject: Computer Graphics I |
|---|---|---|

c. Apply aesthetic criteria in developing, refining and proposing media arts artwork.

**HS Proficient**
1.2.12prof.Pr5
a. 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.

b. 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.

c. Demonstrate adaptation and innovation through the combination of tools, techniques, and content to communicate intent in the production of media artworks.

**HS Proficient**
1.2.12prof.Re8
a. Analyze the intent, meaning,

Subject: Computer Graphics I

Standard: Anchor Standard 5: Developing and Refining Techniques and Models, HS Proficient, 1.2.12prof.Pr5

Description: Students will demonstrate progression in artistic, design, technical, and soft skills by selecting and fulfilling specified roles in the production of media artworks. They will also develop and refine creativity and adaptability in addressing identified challenges and constraints within media arts productions, while demonstrating adaptation and innovation through the combination of tools, techniques, and content to communicate intent.

Touchpoint: Global and Cultural Awareness will be integrated by exploring how various cultures utilize design elements and themes in their media artworks with a focus on environmental preservation and climate change art. (SS)

Materials:

- Computers with graphic design software
- Internet access
- Projector or whiteboard for presentations

Lesson Objectives:

|  | and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes. |
| --- | --- |
| **Enduring Understanding/s:** | **Essential Question/s:** |
| 1. Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.<br><br>2. Media artists require a range of skills and abilities to creatively solve problems.<br><br>3. Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent. | 1. How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?<br><br>2. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?<br><br>3. How do people relate to and interpret media artworks? How can the viewer "read" a work of |

1. Students will demonstrate progression in artistic, design, technical, and soft skills by selecting and fulfilling specified roles in the production of media artworks.
2. Students will develop and refine creativity and adaptability in addressing challenges and constraints within media arts productions.
3. Students will demonstrate adaptation and innovation through the combination of tools, techniques, and content to communicate intent.
4. Students will gain an understanding of how global and cultural awareness influences media arts production.

Procedure:

Introduction:

1. Begin the lesson by discussing the importance of developing and refining techniques in computer graphics.
2. Introduce Anchor Standard 5 and briefly explain its components (a, b, c).
3. Explain that today's lesson will focus on selecting and fulfilling roles in media artworks production, developing creativity and adaptability, and integrating global and cultural awareness into the creative process.

| | | art as text? How does knowing and using arts vocabulary help us understand and interpret works of art? | Activity 1: Role Selection |
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| Social and Emotional Learning: *Competencies* | Social and Emotional Learning: *Sub-Competencies* |
|---|---|

| SEL/Create | SEL/Create |
|---|---|

SEL/Create
- (1) Generate and conceptualize artistic ideas and work.
- (2) Organize and develop artistic ideas and work.
- (3) Refine and complete artistic ideas and work.

SEL/Perform
- (4) Analyze, interpret & select artistic work for Presentation.
- (5) Develop & refine artistic techniques & work for presentation.
- (6) Convey meaning through the presentation of artistic work.

SEL/Create

CONSOLIDATED EU (1)
Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.

CONSOLIDATED EQ (1)
How do artists generate creative ideas?

SEL/Create
CONSOLIDATED EU (2)
Artists organize and develop creative ideas by balancing what is known with what is new.

CONSOLIDATED EQ (2)
How do artists make creative decisions?

SEL/Create

Activity 1: Role Selection

1. Assign each student a specific role in a hypothetical media arts production (e.g., graphic designer, art director, project manager, etc.).
2. Explain the responsibilities and expectations associated with each role.
3. Have students reflect on how their selected roles contribute to the overall production process and discuss their expectations for skill progression.

Activity 2: Creativity and Adaptability

1. Present students with a design challenge or constraint related to a media arts project (e.g., designing a logo for a global event that incorporates elements from different cultures).
2. Instruct students to brainstorm creative solutions to address the challenge while considering the constraints provided.
3. Encourage students to take risks and think outside the box in their approach to problem-solving.

Activity 3: Innovation and Communication

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| SEL/Respond<br>- (7) Perceive and analyze artistic work.<br>- (8) Interpret intent and meaning in artistic work.<br>- (9) Apply criteria to evaluate artistic work. | CONSOLIDATED EU (3)<br>Refinement of artistic work is an iterative process that takes time, discipline, and collaboration<br><br>CONSOLIDATED EQ (3)<br>How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?<br><br>SEL/Perform<br>CONSOLIDATED EU (4)<br>Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.<br><br>CONSOLIDATED EQ (4)<br>How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?<br><br>SEL/Perform<br>CONSOLIDATED EU (5)<br>Artists develop personal processes and skills. To express their ideas, artists analyze, | 1. Have students apply their selected roles and creative solutions to produce a media artwork using graphic design software.<br>2. Instruct students to demonstrate adaptation and innovation by combining tools, techniques, and content to effectively communicate their intent.<br>3. Encourage students to collaborate and provide feedback to one another throughout the production process.<br><br>Closure<br><br>1. Facilitate a brief discussion on how the lesson objectives were met.<br>2. Encourage students to reflect on their growth in artistic, design, technical, and soft skills as a result of their role selection and participation in the production process.<br>3. Highlight the importance of incorporating global and cultural awareness into media arts production and encourage students to continue exploring diverse perspectives in their creative work.<br><br>Interdisciplinary Connections<br><br>Social Studies (SS) |

evaluate, & refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

CONSOLIDATED EQ (5)
How do artists improve the quality of their presentation/performance?

SEL/Perform
CONSOLIDATED EU (6)
Artists judge presentation/performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.

CONSOLIDATED EQ (6)
When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audiences response?

SEL/Respond

CONSOLIDATED EU (7)
Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.

CONSOLIDATED EQ (7)
How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?

SEL/Respond
CONSOLIDATED EU (8)
The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.

CONSOLIDATED EQ (8)
How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.

SEL/Respond
CONSOLIDATED EU (9)

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| | Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.<br><br>CONSOLIDATED EQ (9)<br>How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work? | |

| Assessments (Formative)<br>*To show evidence of meeting the standard/s, students will successfully engage within:* | Assessments (Summative)<br>*To show evidence of meeting the standard/s, students will successfully complete:* |
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| **Formative Assessments:**<br>● Weekly Quizzes<br>● Daily Q&A<br>● Exit Slips | **Benchmarks:**<br>● Tests/Quizzes<br><br>**Summative Assessments:**<br>● Tests<br>● Marking Period Exams |

| Differentiated Student Access to Content:<br>Teaching and Learning *Resources/Materials* | | | |
|---|---|---|---|
| **Core<br>Resources** | **Alternate<br>Core Resources<br>*IEP/504/At-Risk/ESL*** | **ELL<br>Core Resources** | **Gifted & Talented<br>Core Resources** |

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- Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.

- Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.

- Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.

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- Allow access to supplemental materials, including use of online bilingual dictionary.

- Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.

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- Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

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| Supplemental Resources |
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**Technology:**
- Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist.

**Other:**
- N/A

| Differentiated Student Access to Content: Recommended *Strategies & Techniques* |
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| Core Resources | Alternate Core Resources *IEP/504/At-Risk/ESL* | ELL Core Resources | Gifted & Talented Core |
|---|---|---|---|
| • Offer resources to students in a variety of ways to accommodate for multiple learning styles.<br><br>• Engage all learners through implementation of various resources including visual, audio, and tactile materials.<br><br>• Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. | • Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.<br><br>• Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).<br><br>• Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break | • Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.<br><br>• Provide access to preferred seating, when requested.<br><br>• Check often for understanding, and review as needed, providing oral and visual prompts when necessary. | • Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.<br><br>• Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.<br><br>• Propose interest-based extension activities and opportunities for extra credit. |

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| | assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. <br><br> ● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments. | | | | |

| New Jersey Legislative Statutes and Administrative Code <br> (place an "X" before each law/statute if/when present within the curriculum map) | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Amistad Law: <br> *N.J.S.A. 18A 52:16A-88* | | Holocaust Law: <br> *N.J.S.A. 18A:35-28* | | LGBT and Disabilities Law: <br> *N.J.S.A. 18A:35-4.35* | X  Standards in Action: <br> *Climate Change* | | Diversity and Inclusion <br> *C.18A:35-4.36.A* |

| | **Disciplinary Concept:** <br> Global and Cultural Awareness | |
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| **NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS** | **Core Ideas:** | To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this |

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| | | crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures. |
| | *Performance Expectation/s:* | Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. |
| | **Career Readiness, Life Literacies, & Key Skills Practices** | |
| | Work productively in teams while using cultural/global competence: Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. | |