

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	45
<b>Artistic Process:</b>	<b>Anchor Standard:</b> <i>General Knowledge &amp; Skills</i>	<b>Recommended Activities, Investigations,                      Interdisciplinary Connections, and/or Student                      Experiences to Explore NJSLs-VPA within Unit</b>
Creating Producing Responding	<b>Standard #:</b> Anchor Standard 2 <b>Description:</b> Organizing and developing ideas  <b>Standard #:</b> Anchor Standard 5 <b>Description:</b> Developing and refining techniques and models or steps needed to create products.  <b>Standard #:</b> Anchor Standard 8 <b>Description:</b> Interpreting intent and meaning.	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<b>Creating</b> Conceive, Develop, Construct  <b>Producing</b> Integrate, Practice, Present  <b>Responding</b> Perceive, Evaluate, Interpret	<b>HS Accomplished</b> 1.2.12acc.Cr2 a. Organize and design artistic ideas for media arts productions.  b. Critique plans, prototypes, constraint of resources, and production processes considering	<b><u>Sample Activity Description:</u></b>  Unit Title: Creating Climate Change Awareness through Digital Art  Grade Level: High School (Accomplished)

	<p>purposeful and expressive artistic intention and personal aesthetic.</p> <p>c. Apply aesthetic criteria in developing and refining media arts artwork.</p> <p><b>HS Accomplished</b> 1.2.12acc.Pr5</p> <p>a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.</p> <p>b. Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.</p> <p>c. 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.</p>	<p>Subject: Computer Graphics II</p> <p>Standard: Anchor Standard 2, 1.2.12acc.Cr2a, 1.2.12acc.Cr2b, 1.2.12acc.Cr2c</p> <p>Objective:</p> <p>Students will organize and design artistic ideas for media arts productions, critique their plans considering purposeful artistic intention and aesthetic, and apply aesthetic criteria in developing and refining media arts artwork with a focus on global and cultural awareness and climate change.</p> <p>Materials Needed:</p> <ol style="list-style-type: none"><li>1. Computers with graphic design software</li><li>2. Internet access for research</li><li>3. Projector and screen for presentations</li><li>4. Printer for final output</li></ol> <p>Lesson Activities:</p> <p>1. Introduction:</p> <ul style="list-style-type: none"><li>● Begin by discussing the importance of media arts in raising awareness about global issues, specifically focusing on climate change.</li><li>● Introduce the objectives of the lesson, emphasizing the need to organize artistic ideas, critique plans, and apply</li></ul>
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	<p><b>HS Accomplished</b>                  1.2.12acc.Re8                  a. Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.</p>	<p>aesthetic criteria with a focus on cultural and environmental awareness.</p> <p>2. Research and Brainstorming:</p> <ul style="list-style-type: none"> <li>● Provide students with background information on climate change and its cultural and global impacts. (SS)</li> <li>● Encourage students to conduct brief research on how climate change is portrayed in media arts and its significance in raising awareness.</li> <li>● Lead a brainstorming session where students generate ideas for digital art projects that highlight climate change issues while considering cultural diversity and global perspectives.</li> </ul>
<p><b>Enduring Understanding/s:</b></p>	<p><b>Essential Question/s:</b></p>	
<p>1. Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.</p> <p>2. Media artists require a range of skills and abilities to creatively solve problems.</p> <p>3. Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience.                  Analysis of media</p>	<p>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?</p> <p>2. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>	<p>3. Organizing Artistic Ideas:</p> <ul style="list-style-type: none"> <li>● Instruct students to organize and write down their ideas into a coherent plan for their digital art project. (LA)</li> <li>● Emphasize the importance of considering purposeful artistic intention and how their artwork will convey messages related to climate change and cultural awareness.</li> </ul> <p>4. Critique and Refinement:</p> <ul style="list-style-type: none"> <li>● Have students exchange their plans with a partner or small group.</li> <li>● Encourage constructive feedback focusing on how well the plans address the objectives of raising awareness</li> </ul>

<p>artworks provides clues to their expressive intent.</p>	<p>3. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?</p>	<p>about climate change and incorporating cultural and global perspectives.</p> <ul style="list-style-type: none"> <li>● Allow students time to revise and refine their plans based on the feedback received.</li> </ul> <p>5. Digital Art Production:</p> <ul style="list-style-type: none"> <li>● Allow students to begin creating their digital artwork using graphic design software.</li> <li>● Circulate the classroom to provide assistance and guidance as needed, ensuring that students are applying aesthetic criteria and incorporating cultural and global awareness into their work.</li> </ul> <p>6. Presentation and Reflection:</p> <ul style="list-style-type: none"> <li>● Have students present their digital art projects to the class.</li> <li>● After each presentation, facilitate a brief discussion where students reflect on how their artwork addresses climate change and cultural diversity, and how they applied aesthetic criteria in its development.</li> </ul> <p>7. Conclusion:</p> <p>Through this lesson, students have organized and designed artistic ideas for media arts productions with a focus on climate change awareness and cultural diversity. By critiquing their plans and applying aesthetic criteria, they have developed meaningful digital artwork that communicates important messages about the global challenges we face. This exercise</p>
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i></p>	
<p>SEL/Create</p> <ul style="list-style-type: none"> <li>- (1) Generate and conceptualize artistic ideas and work.</li> <li>- (2) Organize and develop artistic ideas and work.</li> <li>- (3) Refine and complete artistic ideas and work.</li> </ul> <p>SEL/Perform</p> <ul style="list-style-type: none"> <li>- (4) Analyze, interpret &amp; select artistic work for Presentation.</li> <li>- (5) Develop &amp; refine artistic techniques &amp; work for presentation.</li> </ul>	<p>SEL/Create</p> <p>CONSOLIDATED EU (1)          Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>CONSOLIDATED EQ (1)          How do artists generate creative ideas?</p> <p>SEL/Create</p> <p>CONSOLIDATED EU (2)          Artists organize and develop creative ideas by balancing what is known with what is new.</p> <p>CONSOLIDATED EQ (2)</p>	

<ul style="list-style-type: none"> <li>- (6) Convey meaning through the presentation of artistic work.</li> </ul> <p>SEL/Respond</p> <ul style="list-style-type: none"> <li>- (7) Perceive and analyze artistic work.</li> <li>- (8) Interpret intent and meaning in artistic work.</li> <li>- (9) Apply criteria to evaluate artistic work.</li> </ul>	<p>How do artists make creative decisions?</p> <p>SEL/Create        CONSOLIDATED EU (3)        Refinement of artistic work is an iterative process that takes time, discipline, and collaboration</p> <p>CONSOLIDATED EQ (3)        How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?</p> <p>SEL/Perform        CONSOLIDATED EU (4)        Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>CONSOLIDATED EQ (4)        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?</p> <p>SEL/Perform</p>	<p>encourages students to use their artistic skills to make a positive impact on the world around them.</p> <p>Disciplinary Connections:        Language Arts (LA)        Social Studies (SS)</p>
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	<p>CONSOLIDATED EU (5) Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, &amp; refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ (5) How do artists improve the quality of their presentation/performance?</p> <p>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.</p> <p>CONSOLIDATED EQ (6) When is a presentation/performance judged ready to present? How do context and the manner in which</p>	
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	<p>work is presented influence the audiences response?</p> <p>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.</p> <p>CONSOLIDATED EQ (7) How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?</p> <p>SEL/Respond CONSOLIDATED EU (8) The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>CONSOLIDATED EQ (8) How does understanding an artists expressive intent help us comprehend, interpret, and</p>	
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	<p>personally relate to an artistic works.</p> <p>SEL/Respond                  CONSOLIDATED EU (9)                  Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.</p> <p>CONSOLIDATED EQ (9)                  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?</p>	
<p align="center"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Weekly Quizzes</li> <li>● Daily Q&amp;A</li> <li>● Exit Slips</li> </ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Tests/Quizzes</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Tests</li> <li>● Marking Period Exams</li> </ul>	

<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3<sup>rd</sup> ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. &amp; Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>Freire, P. (1972). <i>Pedagogy of the oppressed</i>. New York: Herder and Herder.</p> <p>hooks, b., (1994). <i>Teaching to transgress: Education as the practice of freedom</i>.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>.  <a href="https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf">https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</a></p> <p>Siperstein, S., Hall, S., LeMenager,</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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,</li> </ul>	<ul style="list-style-type: none"> <li>● Allow access to supplemental materials, including use of online bilingual dictionary.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>

<p>S. (2017) <i>Teaching Climate Change in the Humanities</i>. Routledge.</p>	<p>or the school's Occupational or Physical Therapists.</p>		
<p><b>Supplemental Resources</b></p>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>			
<p><b>Differentiated Student Access to Content:                  Recommended Strategies &amp; Techniques</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources                  IEP/504/At-Risk/ESL</b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core</b></p>
<ul style="list-style-type: none"> <li>Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>Provide access to preferred seating, when requested.</li> <li>Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> <li>Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>Propose interest-based extension activities and</li> </ul>

	<ul style="list-style-type: none"><li>• Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</li><li>• 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.</li></ul>		opportunities for extra credit.
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b><i>Disciplinary Concept:</i></b> Global and Cultural Awareness	
	<b><i>Core Ideas:</i></b>	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 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.
	<b><i>Performance Expectation/s:</i></b>	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	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.	

New Jersey Legislative Statutes and Administrative Code  
 (place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Standards in Action: <i>Climate Change</i>		Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)  
Visual and Performing Arts: Computer Graphics II  
Grade: 10-12

Dev. Date:  
2020-2021

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