

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	45
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit
Creating Producing Responding	Standard #: Anchor Standard 2 Description: Organizing and developing ideas Standard #: Anchor Standard 5 Description: Developing and refining techniques and models or steps needed to create products. Standard #: Anchor Standard 8 Description: Interpreting intent and meaning.	
Artistic Practice:	Performance Expectation/s:	
Creating Conceive, Develop, Construct Performing Integrate, Practice, Present Responding Perceive, Evaluate, Interpret	2nd 1.2.2.Cr2 a. Explore form ideas for media art production with support b. Connect and apply ideas for media art production.	Activity Description: Unit Title: Exploring Creativity in Media Arts Standards: <ul style="list-style-type: none"> ● 1.2.2.Cr2 ● 1.2.2.Pr5

	<p>c. Choose ideas to create plans for media art production.</p> <p>2nd 1.2.2.Pr5</p> <p>a. Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.</p> <p>b. Identify, describe, and demonstrate basic creative skills, such as trial-and error and playful practice, within media arts production.</p> <p>c. Discover, experiment with, and demonstrate creative skills for media artworks.</p> <p>2nd 1.2.2.Re8</p> <p>a. Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.</p>	<ul style="list-style-type: none"> ● 1.2.2.Re8 <p>Unit Overview:</p> <p>In this unit, students will explore their creativity through various forms of media arts. They will learn basic skills, experiment with different tools and materials, and create media artworks while considering personal, cultural, and inclusive perspectives.</p> <p>Introduction to Media Arts and Creativity</p> <ul style="list-style-type: none"> ● Session 1: <ul style="list-style-type: none"> ● Introduction to media arts: What are media artworks? Examples of different forms of media arts (e.g., drawing, painting, digital art). ● Group discussion: What does it mean to be creative? How can we express our ideas through art? ● Session 2: <ul style="list-style-type: none"> ● Exploration of different art materials and tools: Crayons, markers, paints, clay, etc. ● Guided activity: Experimenting with different materials to create simple artworks. <p>Exploring Ideas and Planning</p> <ul style="list-style-type: none"> ● Session 3:
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	

<ol style="list-style-type: none"> 1. Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning. 2. Media artists require a range of skills and abilities to creatively solve problems. 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. 	<ol style="list-style-type: none"> 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? 2. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques? 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? 	<ul style="list-style-type: none"> ● Group brainstorming session: What ideas do we have for creating media artworks? ● Guided activity: Drawing and sketching ideas for media art projects. ● Session 4: <ul style="list-style-type: none"> ● Introduction to planning: How can we turn our ideas into plans for media art production? ● Guided activity: Creating simple plans or outlines for media art projects. <p>Developing Basic Skills</p> <ul style="list-style-type: none"> ● Session 5: <ul style="list-style-type: none"> ● Introduction to basic art skills: Handling tools, making choices, and practicing soft skills (e.g., collaboration, communication). ● Guided activities: Practice using art tools and materials with guidance and support. ● Session 6: <ul style="list-style-type: none"> ● Creative exploration: Encourage trial-and-error and playful practice with different art techniques. ● Group discussion: What did we discover through our experimentation? How can we apply what we learned to our media artworks?
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<p>Creating Media Artworks</p>

<p>SEL/Create</p> <ul style="list-style-type: none"> - (1) Generate and conceptualize artistic ideas and work. - (2) Organize and develop artistic ideas and work. - (3) Refine and complete artistic ideas and work. <p>SEL/Perform</p> <ul style="list-style-type: none"> - (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. <p>SEL/Respond</p> <ul style="list-style-type: none"> - (7) Perceive and analyze artistic work. - (8) Interpret intent and meaning in artistic work. - (9) Apply criteria to evaluate artistic work. 	<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) How do artists make creative decisions?</p> <p>SEL/Create</p> <p>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</p>	<ul style="list-style-type: none"> ● Session 7: <ul style="list-style-type: none"> ● Teacher-guided instruction on specific art techniques relevant to chosen media art projects. ● Independent or small-group work time: Students begin creating their media artworks based on their chosen ideas and plans. ● Session 8: <ul style="list-style-type: none"> ● Continued work on media art projects, with teacher support and guidance as needed. ● Peer sharing: Students share their progress and give feedback to classmates. <p>Reflection and Presentation</p> <ul style="list-style-type: none"> ● Session 9: <ul style="list-style-type: none"> ● Reflection: Guided discussion on the meanings and purposes of students' media artworks, considering personal and cultural contexts. ● Connection to diversity and inclusion: Discuss how different perspectives and experiences can influence art. ● Session 10: <ul style="list-style-type: none"> ● Finalizing and presenting media artworks: Students share their completed projects with the class.
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	<p>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 CONSOLIDATED EU (5) Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ (5)</p>	<ul style="list-style-type: none">● Celebration of creativity: Reflect on the creative process and celebrate students' achievements in media arts. <p>Assessment:</p> <ul style="list-style-type: none">● Formative assessments throughout the unit, including observations, discussions, and feedback during activities and projects.● Summative assessment based on students' final media artworks, assessing their ability to explore ideas, apply skills, and express creativity. <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">● Integration of literacy skills through storytelling and narrative development within media art projects.● Connection to social-emotional learning by fostering creativity, collaboration, and reflection.● Incorporation of diversity and inclusion by encouraging students to consider different perspectives and cultural contexts in their artworks.
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	<p>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 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)</p>	
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	<p>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 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)</p>	
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	<p>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>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Observational assessments ● Exit tickets ● Show and Tell 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Rubric evaluations ● Tests/Quizzes <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● End of Unit Projects ● Portfolios 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> ● Large group instruction ● Small group instruction ● Think Pair Share ● Cooperative group work ● Multimedia presentations 	<ul style="list-style-type: none"> ● Utilize a multi-sensory approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake assessments. 	<ul style="list-style-type: none"> ● Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. 	<ul style="list-style-type: none"> ● Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

	<ul style="list-style-type: none"> • Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed. • Student at Risk of School Failure: Deliver instruction utilizing varied learning styles, including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed. 		
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • 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. <p>Other:</p> <ul style="list-style-type: none"> • N/A 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Large group instruction • Small group instruction • Think Pair Share • Cooperative group work 	<ul style="list-style-type: none"> • Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed 	<ul style="list-style-type: none"> • Provide extended time to complete classwork and assessments as needed. 	<ul style="list-style-type: none"> • Offer pre-assessments to better understand students’ strengths, and create an enhanced set of

<ul style="list-style-type: none"> ● Multimedia presentations ● Manipulatives ● Leveled readers 	<p>during instruction to better engage all learners.</p> <ul style="list-style-type: none"> ● 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). ● 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. ● 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. 	<p>Assignments and rubrics may need to be modified.</p> <ul style="list-style-type: none"> ● Provide access to preferred seating, when requested. ● Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<p>introductory activities accordingly.</p> <ul style="list-style-type: none"> ● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. ● Propose interest-based extension activities and opportunities for extra credit.
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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>	Standards in Action: <i>Climate Change</i>	X	Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<i>Core Ideas:</i>	Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	<i>Performance Expectation/s:</i>	Make a list of different types of jobs and describe the skills associated with each job. Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Identify possible approaches and resources to execute a plan. Use a variety of types of thinking to solve problems. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

	Career Readiness, Life Literacies, & Key Skills Practices
	Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.