Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	45

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit
Creating Producing Connecting	**Standard #:** Anchor Standard 3 **Description:** Refining and completing products. **Standard #:** Anchor Standard 6 **Description:** Conveying meaning through art. **Standard #:** Anchor Standard 10 **Description:** Synthesizing and relating knowledge and personal experiences to create products.	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	**Performance Expectation/s:**	
Creating Conceive, Develop, Construct **Producing** Integrate, Practice, Present **Connecting** Synthesize, Relate	**2nd** 1.2.2.Cr3 a. Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)	<u>Activity Description</u>: Unit Title: Exploring Principles and Reactions in Media Arts Standards: ● 1.2.2.Cr3 ● 1.2.2.Pr6

b. Identify, and describe the effects of altering, refining and completing media artworks.

2nd
1.2.2.Pr6
a. With guidance and moving towards independence, identify, share, and discuss reactions to and experiences of the presentation of media artworks.

b. With guidance and moving towards independence, identify, share, and discuss reactions to and experiences of the presentation of media artworks.

2nd
1.2.2.Cn10
a. Use personal experiences, interests, information, and models in creating media artworks.

b. Share and discuss experiences of media artworks, describing their meaning and purpose.

Enduring Understanding/s:	Essential Question/s:

- 1.2.2.Cn10

Unit Overview:

In this unit, students will explore basic principles of media arts production, such as pattern, positioning, attention, and repetition. They will also learn to identify and describe the effects of altering and refining media artworks. Additionally, students will share and discuss their reactions to media artworks, using personal experiences and interests as inspiration for their own creations. The unit will include a focus on inclusivity, with a specific connection to LGBTQ+ themes.

Introduction to Basic Principles of Media Arts

- Session 1:
  - Introduction to basic principles of media arts: Pattern, positioning, attention, and repetition.
  - Guided discussion: What are these principles? How do they apply to media artworks?
- Session 2:
  - Exploration of basic principles through hands-on activities: Students create simple artworks focusing on one or more principles (e.g., creating patterns with shapes, positioning objects in a composition)

1. The forming, integration and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.
 	
2. Media artists present, share, and distribute media artworks through various social, cultural, and political contexts.
 	
3. Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.
	1. How can an artist construct a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?
	
	2. How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing, or distributing media artworks?
	
	3. How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do
		Creating and Assembling Content
		
		● Session 3:
		   ● Guided activity: Students create content for media artworks using various materials and techniques (e.g., drawing, collage).
		   ● Teacher support for identifying and applying basic principles in their creations.
		● Session 4:
		   ● Assembling content: Students arrange and organize their created content to form media artworks, considering principles such as pattern and positioning.
		
		Altering and Refining Media Artworks
		
		● Session 5:
		   ● Introduction to altering and refining media artworks: What does it mean to alter or refine an artwork?
		   ● Guided activity: Students experiment with altering their media artworks through techniques such as adding details or changing colors.
		● Session 6:
		   ● Reflection and discussion: Students describe and discuss the effects of altering and refining their

	media artworks contribute to an awareness and understanding of our lives and communities?	media artworks. How did it change the overall look or message?
Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*	

Competencies	Sub-Competencies	Sessions

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
	CONSOLIDATED EU (3)
		Sharing and Discussing Reactions
		
		- Session 7:
		  - Presentation of media artworks: Students share their completed artworks with the class.
		  - Guided discussion: Students share their reactions and experiences of presenting their artworks. What did they enjoy or find challenging?
		- Session 8:
		  - Connection to personal experiences and interests: Students use their own experiences and interests as inspiration for creating new media artworks.
		
		Inclusivity and Meaningful Discussions
		
		- Session 9:
		  - Introduction to inclusivity: What does it mean to create inclusive media artworks? Discussion of LGBTQ+ themes and representation in media.
		- Session 10:
		  - Creating media artworks with a connection to LGBTQ+ themes: Students create artworks that reflect inclusivity and diversity.

SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art. - (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	Refinement of artistic work is an iterative process that takes time, discipline, and collaboration CONSOLIDATED EQ (3) How do artists use a critique process and reflection to refine a work and decide it's ready to be shared? SEL/Perform CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent. 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? SEL/Perform CONSOLIDATED EU (5) Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their	● Reflective discussion: Students share and discuss the meaning and purpose of their artworks, considering inclusivity and representation. Assessment: ● Formative assessments throughout the unit, including observations, discussions, and feedback during activities and projects. ● Summative assessment based on students' ability to apply basic principles, alter and refine artworks, and share meaningful reactions and experiences. Interdisciplinary Connections: ● Integration of literacy skills through discussions, reflection, and presentation of media artworks. ● Connection to social-emotional learning by fostering empathy, self-expression, and understanding of diversity. ● Incorporation of LGBTQ+ themes to promote inclusivity and representation in media arts.

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/Connect
CONSOLIDATED EU (10)

Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

CONSOLIDATED EQ (10)
How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?

SEL/Connect
CONSOLIDATED EU (11)
People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.

CONSOLIDATED EQ (11)
What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance

literacy in the arts and connection to our communities?	
Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	**Assessments (Summative)** *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Observational assessments ● Exit tickets ● Show and Tell	**Benchmarks:** ● Rubric evaluations ● Tests/Quizzes **Summative Assessments:** ● End of Unit Projects ● Portfolios

Differentiated Student Access to Content: **Teaching and Learning *Resources/Materials***			
Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**
● Large group instruction ● Small group instruction ● Think Pair Share ● Cooperative group work ● Multimedia presentations	● 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. ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments	● 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.	● 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.

	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

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_**			
Core **Resources**	**Alternate** **Core Resources** _IEP/504/At-Risk/ESL_	**ELL Core** **Resources**	**Gifted & Talented** **Core**
● Large group instruction ● Small group instruction ● Think Pair Share ● Cooperative group work ● Multimedia presentations ● Manipulatives ● Leveled readers	● Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. ● Provide alternate presentations of skills and steps required for project	● Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. ● Provide access to preferred seating, when requested.	● Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. ● Integrate active teaching and learning opportunities, including

	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.	● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.	grouping gifted students together to push each other academically. ● Propose interest-based extension activities and opportunities for extra credit.

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

			18A:35-4.35			

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	*Disciplinary Concepts:* Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	Core Ideas:	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.
	Performance Expectation/s:	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.	