

Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period I	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 1 Description: Generating and conceptualizing ideas. Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work. Standard #: Anchor Standard 7 Description: Perceiving and analyzing products.	
Artistic Practice:	Performance Expectation/s:	
Creating Conceive, Develop, Construct Producing Integrate, Practice, Present Responding Perceive, Evaluate, Interpret	5th 1.2.5.Cr1 a. Generate ideas for media artwork, using a variety of tools, methods, and/or materials. b. Develop individual and collaborative artistic goals for media artwork, using a variety of methods	Activity Description: Unit Title: Creating Comprehensive Media Artworks Standards: <ul style="list-style-type: none"> ● 1.2.5.Cr1 ● 1.2.5.Pr4 ● 1.2.5.Re7

	<p>c. Connect media artwork to personal experiences and the work of others.</p> <p>d. Collaboratively form ideas, plans, and models to prepare for media artwork.</p> <p>e. Model ideas and plans in an effective direction.</p> <p>f. Brainstorm goals and plans for a media art audience.</p> <p>5th 1.2.5.Pr4</p> <p>a. Practice combining various academic, arts, media forms, and content into unified media artworks, such as animation, music, and dance.</p> <p>b. Demonstrate understanding of combining a variety of academic, arts, and content with an emphasis on coordinating elements into a comprehensive media artwork.</p> <p>c. Create media artworks through</p>	<p>Unit Overview:</p> <p>In this unit, students will learn to create comprehensive media artworks by combining various academic, arts, and media forms. They will generate ideas, set artistic goals, and connect their artwork to personal experiences and global issues such as climate change. Through collaborative brainstorming and modeling, students will develop plans for their media artworks, considering audience engagement and impact.</p> <p>Introduction to Comprehensive Media Artworks</p> <ul style="list-style-type: none">● Session 1:<ul style="list-style-type: none">● Introduction to the unit: What are comprehensive media artworks? Examples of media artworks that integrate various academic, arts, and media forms.● Group discussion: How can we combine different forms of art and media to create meaningful artworks?● Session 2:<ul style="list-style-type: none">● Exploration of tools and materials: Students experiment with different tools, methods, and materials for creating media artworks. <p>Generating Ideas and Setting Goals</p>
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	<p>integration of multiple contents and forms.</p> <p>5th 1.2.5.Re7 a. Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.</p> <p>b. Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.</p>	<ul style="list-style-type: none"> ● Session 3: <ul style="list-style-type: none"> ● Brainstorming session: Students generate ideas for media artworks, considering their interests, experiences, and the work of others. ● Development of individual and collaborative artistic goals: Students set goals for their media artworks, both independently and in collaboration with peers. <p>Connecting to Personal Experiences and Global Issues</p> <ul style="list-style-type: none"> ● Session 4: <ul style="list-style-type: none"> ● Connection to personal experiences: Students explore how their personal experiences and emotions can influence their artwork. ● Session 5: <ul style="list-style-type: none"> ● Connection to global issues: Introduction to climate change and its impact on the environment and society. ● Guided discussion: How can media artworks address global issues like climate change? <p>Collaborative Planning and Modeling</p> <ul style="list-style-type: none"> ● Session 6:
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>1. Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.</p> <p>2. Media artists integrate various media and content to develop</p>	<p>1. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?</p>	

<p>complex, unified artworks through a process of creation and communication.</p> <p>3. Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</p>	<p>2. How are complex media arts experiences constructed? At what point is a work considered "complete"?</p> <p>3. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?</p>	<ul style="list-style-type: none"> ● Collaborative brainstorming: Students work in groups to form ideas, plans, and models for their media artworks. ● Session 7: <ul style="list-style-type: none"> ● Modeling ideas: Students create visual or written models to illustrate their plans for their media artworks. <p>Integrating Academic and Artistic Content</p> <ul style="list-style-type: none"> ● Session 8: <ul style="list-style-type: none"> ● Practice combining academic content: Students integrate academic concepts (e.g., science, history) into their media artworks. ● Session 9: <ul style="list-style-type: none"> ● Integration of artistic content: Students experiment with combining different art forms (e.g., drawing, music, dance) in their media artworks. <p>Creating and Presenting Media Artworks</p> <ul style="list-style-type: none"> ● Session 10: <ul style="list-style-type: none"> ● Creation of media artworks: Students work on creating their comprehensive media artworks, incorporating their ideas, goals, and content. ● Session 11:
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></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/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/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 (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 work and decide it's ready to be shared?</p> <p>SEL/Perform</p> <p>CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>CONSOLIDATED EQ (4)</p>	<ul style="list-style-type: none"> ● Reflection and refinement: Students reflect on their artwork and make any necessary refinements or adjustments. ● Session 12: <ul style="list-style-type: none"> ● Presentation of final artworks: Students share their completed media artworks with classmates, families, and the school community. ● Celebration of learning: Reflect on the unit and celebrate students' achievements in creating comprehensive media artworks with a connection to global issues like climate change. <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' ability to generate ideas, set goals, connect their artwork to personal experiences and global issues, and create comprehensive media artworks that integrate multiple contents and forms. <p>Interdisciplinary Connections:</p>
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	<p>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) 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</p>	<ul style="list-style-type: none">● Integration of academic content (e.g., science, history) and artistic content (e.g., drawing, music) into media art projects.● Connection to social-emotional learning by fostering empathy, understanding of global issues, and self-expression through art.● Incorporation of environmental themes such as climate change to promote awareness and action through student-created media artworks.
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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,

	<p>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) 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><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Observational assessments ● Exit tickets ● Show and Tell 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Rubric evaluations ● Tests/Quizzes <p><u>Summative Assessments:</u></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 ● Manipulatives ● Leveled readers 	<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. ● 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, 	<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.

	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"> Offer resources to students in a variety of ways to accommodate for multiple learning styles. Engage all learners through implementation of various resources including visual, audio, and tactile materials. 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. 	<ul style="list-style-type: none"> 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 completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). 	<ul style="list-style-type: none"> 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. Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students’ strengths, and create an enhanced set of introductory activities accordingly. Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. Propose interest-based extension activities and

	<ul style="list-style-type: none"> • 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. 		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>	X	Standards in Action: <i>Climate Change</i>	Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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NJSLS CAREER READINESS,	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving,
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LIFE LITERACIES & KEY SKILLS	Technology Literacy	
	Core Ideas:	<p>Different types of jobs require different knowledge and skills.</p> <p>Brainstorming can create new, innovative ideas.</p> <p>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p> <p>Collaboration can simplify the work an individual has to do and sometimes produce a better product.</p>
	Performance Expectation/s:	<p>Make a list of different types of jobs and describe the skills associated with each job.</p> <p>Demonstrate openness to new ideas and perspectives.</p> <p>Demonstrate originality and inventiveness in work.</p> <p>Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p>Identify possible approaches and resources to execute a plan.</p> <p>Use a variety of types of thinking to solve problems.</p> <p>Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p>	