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

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
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	**5th** 1.2.5.Cr3 a. Construct and arrange various content into unified and expressive media arts productions. b. Describe and apply principles	<u>Activity Description</u>: Unit Title: Creating Expressive Media Artworks Standards: ● 1.2.5.Cr3 ● 1.2.5.Pr6

such as movement, balance, contrast, and emphasis.

c. Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

5th
1.2.5.Pr6
a. Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.

b. Identify and compare experiences and benefits of presenting media artworks.

5th
1.2.5.Cn10
a. Use, examine and access internal and external resources to create media artworks, such as interests, knowledge, and experiences.

b. Identify, examine and show

- 1.2.5.Cn10

Unit Overview:

In this unit, students will explore principles of media arts production and presentation while creating unified and expressive artworks. They will learn to apply principles such as movement, balance, contrast, and emphasis to communicate effectively. Students will also examine how elements and components can be altered for clarity and intentional effects. Additionally, they will explore various presentation forms and draw connections between media artworks and cultural experiences, including LGBTQ+ representation.

Introduction to Principles of Media Arts Production

- Session 1:
  - Introduction to the unit: What are media arts productions? Examples of unified and expressive media artworks.
  - Group discussion: What principles do we need to consider when creating media artworks?

Applying Principles in Art Production

- Session 2:

	how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.

Enduring Understanding/s:	**Essential Question/s:**
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?

- Exploration of principles: Students learn about principles such as movement, balance, contrast, and emphasis through examples and hands-on activities.
- Session 3:
  - Application of principles: Students apply principles learned to create preliminary sketches or plans for their media artworks.

Exploring Alterations and Refinements

- Session 4:
  - Introduction to alterations and refinements: How can we alter elements for clear communication and intentional effects?
- Session 5:
  - Hands-on exploration: Students experiment with altering elements and components of their media artworks to improve clarity and purpose.

Presentation Forms and Benefits

- Session 6:
  - Identification of presentation forms: Students learn about different forms of presenting media artworks (e.g., digital, physical, performance).
- Session 7:

| | 3. How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities? | ● Comparison of experiences and benefits: Students discuss and compare their experiences and the benefits of different presentation forms. |

- Comparison of experiences and benefits: Students discuss and compare their experiences and the benefits of different presentation forms.

Accessing Resources and Cultural Experiences

- Session 8:
  - Utilization of resources: Students explore internal and external resources (e.g., interests, knowledge) to enhance their media artworks.
- Session 9:
  - Connection to cultural experiences: Students examine how media artworks reflect and shape cultural experiences, including representation of LGBTQ+ themes.

Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*
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.	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)

Production and Presentation

- Session 10:
  - Production phase: Students work on creating and refining their media artworks, applying principles learned and incorporating cultural insights.
- Session 11:
  - Presentation preparation: Students prepare to present their completed media artworks,

- (5) Develop & refine artistic techniques & work for presentation. - (6) Convey meaning through the presentation of artistic work. 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.	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) 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	considering their chosen presentation forms and intended audience. ● Session 12: 　● Exhibition and reflection: Students showcase their media artworks to classmates, families, and the school community, reflecting on their production process and the meanings conveyed through their artworks. Assessment: ● Formative assessments throughout the unit, including observations, discussions, and feedback during activities and projects. ● Summative assessment based on students' ability to apply principles of media arts production, effectively communicate through alterations and refinements, and reflect on the presentation forms and cultural experiences explored. Interdisciplinary Connections: ● Integration of academic skills (e.g., analysis, communication) through examination and comparison of presentation forms and cultural experiences.

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 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.	• Connection to social-emotional learning by fostering empathy, respect for diversity, and appreciation for cultural representation in media artworks. • Incorporation of LGBTQ+ themes to promote inclusivity and representation in media arts, fostering understanding and acceptance among students.

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	● Utilize a multi-sensory approach during instruction, provide alternate presentations of skills by	● Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review,	● Create an enhanced set of introductory activities, integrate active teaching/learning

• Cooperative group work • Multimedia presentations	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, visual. and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.	oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

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 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	- 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.	- 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 opportunities for extra credit.

	their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.		

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. 18A:35-4.35*		Standards in Action: *Climate Change*	Diversity and Inclusion *C.18A:35-4.36.A*

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.	