Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	45

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
Producing Responding Connecting	**Standard #:** Anchor Standard 4 **Description:** Selecting, analyzing, and interpreting work. **Standard #:** Anchor Standard 8 **Description:** Interpreting intent and meaning. **Standard #:** Anchor Standard 11 **Description:** Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	**Performance Expectation/s:**	
Producing Integrate, Practice, Present **Responding** Perceive, Evaluate, Interpret **Connecting** Synthesize, Relate	**5th** 1.2.5.Pr4 a. Practice combining various academic, arts, media forms, and content into unified media artworks, such as animation, music, and dance.	**Activity Description**: Unit Plan: Integrative Media Art Creation and Interpretation Standards: - 1.2.5.Pr4 - 1.2.5.Re8

b. Demonstrate understanding of combining a variety of academic, arts, and content with an emphasis on coordinating elements into a comprehensive media artwork.

c. Create media artworks through integration of multiple contents and forms.

5th
1.2.5.Re8
a. Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

5th
1.2.5.Cn11
a. Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes,

- 1.2.5.Cn11

Unit Overview:

In this unit, students will explore the creation and interpretation of integrative media artworks, combining various academic, arts, and media forms. They will practice creating unified media artworks that incorporate elements such as animation, music, and dance. Additionally, students will analyze and compare personal and group reactions to different media artworks, considering personal, cultural, and contextual factors. They will also examine how media artworks relate to personal, social, and community life, including themes related to climate change, and interact appropriately with media arts tools and environments.

Introduction to Integrative Media Art Creation

- Session 1:
  - Introduction to the unit: What is integrative media art creation? Examples of unified media artworks incorporating multiple forms.
  - Group discussion: Why is it important to combine different forms in media artworks?

Exploring Academic and Artistic Integration

- Session 2:

	history, ethics). b. Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.	● Exploration of academic integration: Students practice combining academic concepts (e.g., science, history) with artistic elements in their media artworks. ● Session 3: ● Exploration of artistic integration: Students experiment with integrating different art forms (e.g., drawing, music, dance) into their media artworks.

Enduring Understanding/s:	Essential Question/s:	Creating Unified Media Artworks
1. Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. 2. 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. 3. Understanding connections to varied	1. How are complex media arts experiences constructed? At what point is a work considered "complete"? 2. 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? 3. How does art help us understand the lives of people of different times, places, and cultures? How is art	● Session 4: ● Practice session: Students work on creating unified media artworks, incorporating elements from various academic, arts, and media forms. ● Session 5: ● Feedback and reflection: Students provide feedback to their peers and reflect on their own progress in creating unified media artworks. Analyzing and Comparing Reactions ● Session 6: ● Introduction to reaction analysis: Students learn how to analyze personal and group reactions to

contexts and daily life enhances a media artist's work.	used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?	media artworks, considering personal, cultural, and contextual factors.
		
		● Session 7:
		  ● Group discussion and comparison: Students compare their reactions to different media artworks, discussing how personal and cultural perception, intention, and context influence interpretation.
		
		Exploring Connections to Personal and Community Life
		
		● Session 8:
		  ● Connection to personal life: Students explore how media artworks relate to personal experiences, interests, and values.
		● Session 9:
		  ● Connection to community life: Students examine how media artworks reflect and impact social and community issues, including themes related to climate change.
		
		Interacting with Media Arts Tools and Environments
		
		● Session 10:
		  ● Introduction to media arts tools and environments: Students learn how to interact appropriately with media arts tools and

Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*	
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/Respond - (7) Perceive and analyze artistic work.	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)	

- (8) Interpret intent and meaning in artistic work.
- (9) Apply criteria to evaluate 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 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.
	
	CONSOLIDATED EQ (6)
	When is a presentation/performance judged ready to present? How do context and the manner in which
		environments, considering safety, ethics, rules, and media literacy.
		● Session 11:
		  ● Hands-on exploration: Students have the opportunity to interact with various media arts tools and environments, applying their knowledge of safety, ethics, and media literacy.
		
		Reflection and Exhibition
		
		● Session 12:
		  ● Reflection on learning: Students reflect on their learning journey throughout the unit, considering their experiences in creating and interpreting integrative media artworks.
		  ● Exhibition of media artworks: Students showcase their completed media artworks to classmates, families, and the school community, highlighting their understanding of integrative creation and interpretation.
		
		Assessment:
		
		● Formative assessments throughout the unit, including observations, discussions, and feedback during creation, analysis, and reflection activities.

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, expressive intent, context and personal experiences. CONSOLIDATED EQ (8) How does understanding an artists expressive intent help us comprehend, interpret, and	● Summative assessment based on students' ability to create unified media artworks, analyze and compare reactions to media artworks, explore connections to personal and community life, and interact appropriately with media arts tools and environments. Interdisciplinary Connections: ● Integration of academic concepts (e.g., science, history) and artistic elements (e.g., drawing, music) into media art projects. ● Connection to social-emotional learning by fostering empathy, understanding of personal and cultural perspectives, and awareness of social and community issues. ● Incorporation of themes related to climate change to promote awareness and action through student-created media artworks, fostering environmental literacy and civic engagement.

personally relate to an artistic works.

SEL/Respond
CONSOLIDATED EU (9)
Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.

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?

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 and/or rubrics, repeat instructions as needed. • Student at Risk of School Failure: Deliver instruction utilizing varied learning styles, including audio,	• 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.

	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 completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).	- 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.
● 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.	

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*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	X	Standards in Action: *Climate Change*		Diversity and Inclusion *C.18A:35-4.36.A*

	Disciplinary Concepts:

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	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.	