

Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period I	45
<b>Artistic Process:</b>	<b>Anchor Standard:</b> <i>General Knowledge &amp; Skills</i>	<b>Recommended Activities, Investigations,            Interdisciplinary Connections, and/or Student            Experiences to Explore NJSLS-VPA within Unit</b>
Creating Producing Responding	<b>Standard #:</b> Anchor Standard 1 <b>Description:</b> Generating and conceptualizing ideas.  <b>Standard #:</b> Anchor Standard 4 <b>Description:</b> Selecting, analyzing, and interpreting work.  <b>Standard #:</b> Anchor Standard 7 <b>Description:</b> Perceiving and analyzing products.	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<b>Creating</b> Conceive, Develop, Construct  <b>Producing</b> Integrate, Practice, Present  <b>Responding</b> Perceive, Evaluate, Interpret	<b>8th</b> 1.2.8.Cr1 a. Generate a variety of ideas, goals, and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student	<b>Activity Description:</b> Unit Title: Exploring Media Art Creation and Analysis  Standards: <ul style="list-style-type: none"> <li>● 1.2.8.Cr1</li> <li>● 1.2.8.Pr4</li> <li>● 1.2.8.Re7</li> </ul>

	<p>choice.</p> <p><b>8th</b>          1.2.8.Pr4          a. Experiment with and integrate multiple forms, approaches, and content to coordinate, produce, and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).</p> <p><b>8th</b>          1.2.8.Re7          a. Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.</p> <p>b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.</p>	<p>Unit Overview:</p> <p>In this unit, students will engage in the creation, analysis, and interpretation of media artworks with a focus on exploring various forms, methods, and styles. They will generate ideas and solutions for media artworks using creative processes, experiment with integrating multiple forms and content to convey purpose and meaning, and analyze the qualities and effects of different media artworks, particularly those addressing global issues such as climate change.</p> <p>Introduction to Media Art Creation</p> <ul style="list-style-type: none"> <li>● Session 1:             <ul style="list-style-type: none"> <li>● Introduction to the unit: What is media art creation? Overview of the standards and learning objectives for the unit.</li> <li>● Brainstorming session: Students generate ideas and goals for their media artworks using creative processes such as sketching and brainstorming.</li> </ul> </li> </ul> <p>Experimentation with Multiple Forms and Approaches</p> <ul style="list-style-type: none"> <li>● Session 2:             <ul style="list-style-type: none"> <li>● Exploration of media forms: Students experiment with different media forms (e.g., digital art,</li> </ul> </li> </ul>
<p><b>Enduring Understanding/s:</b></p>	<p><b>Essential Question/s:</b></p>	

<ol style="list-style-type: none"><li>1. Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.</li><li>2. Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.</li><li>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.</li></ol>	<ol style="list-style-type: none"><li>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?</li><li>2. How are complex media arts experiences constructed? At what point is a work considered "complete"?</li><li>3. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?</li></ol>	<p>video, animation) to convey their ideas and goals.</p> <ul style="list-style-type: none"><li>● Session 3:<ul style="list-style-type: none"><li>● Integration of content: Students integrate various content (e.g., narratives, visuals, sound) into their media artworks to convey purpose and meaning.</li></ul></li></ul> <p>Collaborative Prototyping and Implementation</p> <ul style="list-style-type: none"><li>● Session 4:<ul style="list-style-type: none"><li>● Collaborative prototyping: Students work in groups to prototype their media artworks, refining their ideas and solutions through collaboration.</li></ul></li><li>● Session 5:<ul style="list-style-type: none"><li>● Implementation phase: Students begin producing and implementing their media artworks based on their prototyped ideas, incorporating feedback and adjustments as needed.</li></ul></li></ul> <p>Analysis of Media Art Qualities</p> <ul style="list-style-type: none"><li>● Session 6:<ul style="list-style-type: none"><li>● Comparison and contrast: Students analyze the qualities and relationships between components and styles in various media artworks, identifying common themes and techniques.</li></ul></li></ul>
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<b>Social and Emotional Learning:  <i>Competencies</i></b>	<b>Social and Emotional Learning:  <i>Sub-Competencies</i></b>	
<p>SEL/Create</p> <ul style="list-style-type: none"> <li>- (1) Generate and conceptualize artistic ideas and work.</li> <li>- (2) Organize and develop artistic ideas and work.</li> <li>- (3) Refine and complete artistic ideas and work.</li> </ul> <p>SEL/Perform</p> <ul style="list-style-type: none"> <li>- (4) Analyze, interpret &amp; select artistic work for Presentation.</li> <li>- (5) Develop &amp; refine artistic techniques &amp; work for presentation.</li> <li>- (6) Convey meaning through the presentation of artistic work.</li> </ul> <p>SEL/Respond</p> <ul style="list-style-type: none"> <li>- (7) Perceive and analyze artistic work.</li> </ul>	<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)</p>	<ul style="list-style-type: none"> <li>● Session 7:                             <ul style="list-style-type: none"> <li>● Group discussion: Students compare and contrast how different forms, methods, and styles in media artworks affect audience experience and intention, particularly when addressing global issues like climate change.</li> </ul> </li> </ul> <p>Exploration of Audience Experience</p> <ul style="list-style-type: none"> <li>● Session 8:                             <ul style="list-style-type: none"> <li>● Audience analysis: Students examine how various forms, methods, and styles in media artworks manage audience experience and create intention, focusing on their own media artworks and examples related to climate change.</li> </ul> </li> <li>● Session 9:                             <ul style="list-style-type: none"> <li>● Group discussion: Students share their findings and insights on audience experience and intention in media artworks, particularly those addressing global issues.</li> </ul> </li> </ul> <p>Reflection and Presentation</p> <ul style="list-style-type: none"> <li>● Session 10:                             <ul style="list-style-type: none"> <li>● Reflection on learning: Students reflect on their experiences in creating and analyzing media artworks, considering their growth in proficiency,</li> </ul> </li> </ul>

<ul style="list-style-type: none"><li>- (8) Interpret intent and meaning in artistic work.</li><li>- (9) Apply criteria to evaluate artistic work.</li></ul>	<p>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 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, &amp; refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>divergent thinking, and understanding of audience experience and intention.</p> <ul style="list-style-type: none"><li>● Session 11:<ul style="list-style-type: none"><li>● Presentation preparation: Students prepare to present their completed media artworks to classmates, families, and the school community, highlighting their creative processes, goals, and interpretations.</li></ul></li><li>● Session 12:<ul style="list-style-type: none"><li>● Exhibition and celebration: Students showcase their media artworks and share their reflections with their peers and wider community, celebrating their achievements in media art creation and analysis, with a focus on their connection to climate change.</li></ul></li></ul> <p>Assessment:</p> <ul style="list-style-type: none"><li>● Formative assessments throughout the unit, including observations, discussions, and feedback during creation, analysis, and reflection activities.</li><li>● Summative assessment based on students' ability to generate ideas and solutions for media artworks, experiment with integrating multiple forms and content, analyze media art qualities and audience experience, and</li></ul>
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	<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 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>present their completed media artworks with a connection to climate change.</p> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"><li>● Integration of academic skills (e.g., creativity, critical thinking, communication) through media art creation, analysis, and presentation.</li><li>● Connection to social-emotional learning by fostering empathy, understanding of global issues, and appreciation for diverse perspectives through the exploration of media artworks addressing climate change.</li><li>● Incorporation of media literacy skills to enhance students' ability to analyze and interpret media artworks, particularly in relation to their impact on audience experience and intention.</li></ul>
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	<p>CONSOLIDATED EQ (7) 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>	
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	<p><b>CONSOLIDATED EQ (9)</b>                  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><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Observational assessments</li> <li>● Exit tickets</li> <li>● Presentations</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● Rubric evaluations</li> <li>● Tests/Quizzes</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● End of Unit Projects</li> <li>● Portfolios</li> </ul>	
<p><b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources                  IEP/504/At-Risk/ESL</b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>
<ul style="list-style-type: none"> <li>● Online media archives and libraries</li> <li>● Educational websites</li> <li>● Audio and Visual equipment</li> <li>● Online editing software</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize a multi-sensory approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.),</li> </ul>	<ul style="list-style-type: none"> <li>● Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of</li> </ul>	<ul style="list-style-type: none"> <li>● Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and</li> </ul>

	<p>modify test content and/or format, allow students to retake assessments.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>online bilingual dictionaries, and modified assessment and/or rubric.</p>	<p>connect students to related talent development opportunities.</p>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)  
 Visual and Performing Arts: Grades 6-8 Media Arts  
 Grade: 6-8

Dev. Date:  
 2020-2021

<ul style="list-style-type: none"> <li>● Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>● Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>● 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).</li> <li>● 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.</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>● Provide access to preferred seating, when requested.</li> <li>● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> <li>● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>● Propose interest-based extension activities and opportunities for extra credit.</li> </ul>
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	any formal or informal assessments.		
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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>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b><i>Disciplinary Concepts:</i></b> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<b><i>Core Ideas:</i></b>	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.
	<b><i>Performance Expectation/s:</i></b>	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.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	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.	