

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	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 2 <b>Description:</b> Organizing and developing ideas  <b>Standard #:</b> Anchor Standard 5 <b>Description:</b> Developing and refining techniques and models or steps needed to create products.  <b>Standard #:</b> Anchor Standard 8 <b>Description:</b> Interpreting intent and meaning.	
<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.Cr2 a. Organize and design artistic ideas for media arts productions.  b. Critique plans, prototypes and production processes considering purposeful and expressive intent.	<b>Activity Description:</b> Unit Title: Media Arts Production and Analysis  Standards: <ul style="list-style-type: none"> <li>● 1.2.8.Cr2</li> <li>● 1.2.8.Pr5</li> </ul>

	<p><b>8th</b> 1.2.8.Pr5 a. Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.</p> <p>b. Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.</p> <p>c. Develop and demonstrate creativity and adaptability, in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.</p> <p><b>8th</b> 1.2.8.Re8 a. Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms,</p>	<ul style="list-style-type: none"><li>● 1.2.8.Re8</li></ul> <p>Unit Overview:</p> <p>In this unit, students will engage in the creation and analysis of media artworks. They will organize and design artistic ideas for media arts productions, critique plans and production processes, and develop and demonstrate artistic, design, technical, and soft skills. Additionally, students will analyze the intent, meanings, and context of media artworks, focusing on diversity and inclusion aspects, and detect bias, opinion, and stereotypes.</p> <p>Introduction to Media Arts Production</p> <ul style="list-style-type: none"><li>● Session 1:<ul style="list-style-type: none"><li>● Introduction to the unit: Overview of media arts production and analysis objectives.</li><li>● Discussion: What are the key elements of organizing and designing artistic ideas for media arts productions?</li></ul></li></ul> <p>Organizing Artistic Ideas</p> <ul style="list-style-type: none"><li>● Session 2:<ul style="list-style-type: none"><li>● Brainstorming session: Students generate artistic ideas for media arts productions, considering purpose and expressive intent.</li></ul></li></ul>
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Enduring Understanding/s:	Essential Question/s:	
<p>1. Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.</p> <p>2. Media artists require a range of skills and abilities to creatively solve problems.</p> <p>3. 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.</p>	<p>1. How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?</p> <p>2. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p> <p>3. 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</p>	<p>● Session 3:</p> <ul style="list-style-type: none"> <li>● Idea organization: Students organize and refine their artistic ideas into cohesive plans and prototypes for media artworks.</li> </ul> <p>Critiquing Production Processes</p> <ul style="list-style-type: none"> <li>● Session 4:                     <ul style="list-style-type: none"> <li>● Introduction to critique: Students learn how to critique plans, prototypes, and production processes, considering purposeful and expressive intent.</li> </ul> </li> <li>● Session 5:                     <ul style="list-style-type: none"> <li>● Group critique: Students provide constructive feedback on their peers' plans and prototypes, focusing on artistic expression and effectiveness.</li> </ul> </li> </ul> <p>Developing Artistic and Technical Skills</p> <ul style="list-style-type: none"> <li>● Session 6:                     <ul style="list-style-type: none"> <li>● Skill development: Students engage in activities to develop artistic, design, technical, and soft skills relevant to media arts production roles.</li> </ul> </li> <li>● Session 7:                     <ul style="list-style-type: none"> <li>● Role rotation: Students have the opportunity to perform various roles (e.g., artist, designer, technician) in producing media artworks,</li> </ul> </li> </ul>

<b>Social and Emotional Learning:                      Competencies</b>	<b>Social and Emotional Learning:                      Sub-Competencies</b>	demonstrating creativity, problem-solving, and collaborative communication skills.
<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>	<p>understand and interpret works of art?</p> <p>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.</p> <p>CONSOLIDATED EQ (1)                      How do artists generate creative ideas?</p> <p>SEL/Create                      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                      CONSOLIDATED EU (3)</p>	<p>Exploring Creativity and Adaptability</p> <ul style="list-style-type: none"> <li>● Session 8:                             <ul style="list-style-type: none"> <li>● Creative exploration: Students experiment with testing constraints and divergent solutions in media arts productions, fostering creativity and adaptability.</li> </ul> </li> <li>● Session 9:                             <ul style="list-style-type: none"> <li>● Hands-on activities: Students explore standard and experimental ways to construct media artworks, achieving assigned purposes and communicating intent effectively.</li> </ul> </li> </ul> <p>Analyzing Media Artworks</p> <ul style="list-style-type: none"> <li>● Session 10:                             <ul style="list-style-type: none"> <li>● Analysis of media artworks: Students analyze the intent, meanings, and context of various media artworks, focusing on diversity and inclusion aspects and detecting bias, opinion, and stereotypes.</li> </ul> </li> <li>● Session 11:                             <ul style="list-style-type: none"> <li>● Group discussion: Students share their analyses and insights on the intentions, forms, and biases</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>- (7) Perceive and analyze artistic work.</li> <li>- (8) Interpret intent and meaning in artistic work.</li> <li>- (9) Apply criteria to evaluate artistic work.</li> </ul>	<p>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        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</p>	<p>present in media artworks, fostering critical thinking and cultural awareness.</p> <ul style="list-style-type: none"> <li>● Session 12:           <ul style="list-style-type: none"> <li>● Reflection and presentation: Students reflect on their learning journey throughout the unit and present their own media artworks, discussing their artistic ideas, production processes, and critical analyses with a focus on diversity and inclusion.</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 brainstorming, critique, skill development, and creative exploration activities.</li> <li>● Summative assessment based on students' ability to organize and design artistic ideas, critique production processes, develop artistic and technical skills, demonstrate creativity and adaptability, and analyze media artworks with a focus on diversity and inclusion aspects.</li> </ul> <p>Interdisciplinary Connection:</p>
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	<p>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 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)</p>	<ul style="list-style-type: none"><li>● Integration of academic skills (e.g., creativity, critical thinking, communication) through media arts production, critique, and analysis.</li><li>● Connection to social-emotional learning by fostering collaboration, empathy, and cultural sensitivity through the exploration of diversity and inclusion aspects in media artworks.</li><li>● Incorporation of media literacy skills to enhance students' ability to analyze and interpret media artworks critically, identifying biases, opinions, and stereotypes, and understanding their impact on audience perceptions and experiences.</li></ul>
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	<p>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>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)</p>	
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	<p>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><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> </ul>	<ul style="list-style-type: none"> <li>• Utilize a multi-sensory approach during instruction, provide alternate</li> </ul>	<ul style="list-style-type: none"> <li>• Extend time requirements, preferred seating, positive</li> </ul>	<ul style="list-style-type: none"> <li>• Create an enhanced set of introductory activities, integrate active</li> </ul>

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>• Educational websites</li> <li>• Audio and Visual equipment</li> <li>• Online editing software</li> </ul>	<p>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.</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>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.</p>	<p>teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.</p>
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**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

<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<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</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>

	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.		
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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>		Standards in Action: <i>Climate Change</i> X	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.

		<p>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.</p>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
		<p>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.</p>