

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	45 days
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 Performing Responding	Standard #: Anchor Standard 2 Description: Organizing and developing ideas Standard #: Anchor Standard 5 Description: Developing and refining techniques and models or steps needed to create products. Standard #: Anchor Standard 8 Description: Interpreting intent and meaning.	
Artistic Practice:	Performance Expectation/s:	
Creating Explore, Investigate, Reflect, Refine, Continue Performing Select, Analyze, Share Responding	2nd 1.5.2.Cr2 a. Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.	Activity Description: Unit Title: Exploring Climate Change Through Art Week 1-2: Introduction to Climate Change and Environmental Art

<p>Perceive, Analyze, Interpret</p>	<p>b. Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p>c. Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <p>2nd 1.5.2.Pr5 a. Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.</p> <p>2nd 1.5.2.Re8 a. Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p>	<p>Objective: Introduce students to the concept of climate change and how it affects the environment, while exploring various art materials and tools.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Discuss the basics of climate change in age-appropriate language, using visual aids like pictures or diagrams. 2. Engage in art-making activities using recycled materials to create sculptures or collages that represent environmental themes. 3. Experiment with different art materials and techniques, such as painting with watercolors to depict natural landscapes. 4. Demonstrate safe procedures for handling art tools and cleaning up art spaces. <p>Week 3-4: Exploring Natural and Constructed Environments</p> <p>Objective: Encourage students to observe and represent natural and constructed environments through art.</p> <p>Activities:</p>
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<ol style="list-style-type: none"> 1. Take students on a nature walk to observe plants, animals, and other elements of the natural environment.

<p>1. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>2. Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p>	<p>1. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works</p>	<p>2. Create drawings or paintings of outdoor scenes, focusing on details such as trees, flowers, and animals.</p> <p>3. Discuss how human activities impact the environment, and create artwork that reflects these themes.</p> <p>4. Encourage students to repurpose everyday objects to create art that represents the built environment, such as cityscapes or houses.</p> <p>Week 5-6: Creating Artwork Inspired by Climate Change</p> <p>Objective: Inspire students to create artwork that raises awareness about climate change and its effects on the environment.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Explore artworks by environmental artists who address themes of climate change and sustainability. 2. Engage in collaborative art projects that illustrate the impact of climate change, such as creating a mural or installation. 3. Discuss the concept of a portfolio or collection, and encourage students to select and prepare artwork for presentation. 4. Reflect on the purpose of art in communicating messages about environmental issues.
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<p>3. People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>of art or design that effectively communicate?</p> <p>2. What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>3. What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?</p>	<p>Week 7-8: Expressing Emotions through Environmental Art</p> <p>Objective: Explore the emotional aspects of climate change through art-making activities.</p> <p>Activities:</p> <ol style="list-style-type: none">1. Discuss the emotional responses to climate change, such as concern, hope, or fear.2. Create artworks that express emotions related to climate change, using colors, shapes, and symbols to convey feelings.3. Encourage students to ask and answer questions about their artwork and its message.4. Reflect on the mood and formal characteristics of artworks created by categorizing and describing them. <p>Week 9-10: Reflection and Exhibition</p> <p>Objective: Reflect on the learning journey and prepare artwork for presentation or preservation.</p> <p>Activities:</p>
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Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<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/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. 	<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>	<ol style="list-style-type: none"> 1. Review and categorize artworks created throughout the marking period, discussing their subject matter, details, and mood. 2. Discuss the purpose of a portfolio or collection, and help students prepare their artwork for presentation or preservation. 3. Plan an exhibition or showcase where students can display their artwork and share their insights about climate change with the school community. 4. Reflect on the impact of art in raising awareness about environmental issues and the role of artists in advocating for positive change. <p>Interdisciplinary Connections:</p> <p>Science:</p> <ul style="list-style-type: none"> ● Explore the science behind climate change, including concepts such as the greenhouse effect and renewable energy sources in order to generate artworks. ● Conduct experiments related to weather patterns, temperature changes, and the effects of pollution on the environment.

<ul style="list-style-type: none"> - (8) Interpret intent and meaning in artistic work. - (9) Apply criteria to evaluate artistic work. <p>SEL/Connect</p> <ul style="list-style-type: none"> - (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. 	<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, & refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	
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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 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 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.

	<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>Formative Assessments:</p> <ul style="list-style-type: none"> Peer and self feedback in critical response format 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes <p>Summative Assessments:</p> <ul style="list-style-type: none"> Performances/Presentations In-studio showings 	
<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>
<p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004).</p>	<ul style="list-style-type: none"> Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate. 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

<p><i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>. https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Smith, J. (2019). <i>The Colors of Us</i>. Henry Holt and Co.</p> <p>Park, L. S. (2008). <i>Bee-Bim Bop!</i>. Clarion Books.</p> <p>National Museum of African Art. (n.d.). Africa Access.</p> <p>Global Storybooks Portal. (n.d.). International Children's Digital Library. https://storybooks.globe.gov/</p> <p>Jackson, A., & Smith, B. (2020). The Role of Visual Art in Promoting Diversity and Inclusion in Early Childhood Education. <i>Early Childhood Education Journal</i>, 48(3), 331–339. https://doi.org/10.1007/s10643-019-00976-0</p> <p>Artful Kids. Multicultural Art Projects for Kids. https://artful-kids.com/category/cult</p>	<ul style="list-style-type: none"> ● Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task. ● Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists. 	<p>test to their individual needs.</p>	
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ural-art-projects/			
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). Allow additional time to complete classwork as needed, when required according to students’ IEP or 504 plan. Break 	<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 opportunities for extra credit.

	<p>assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</p> <ul style="list-style-type: none"> • 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. 		
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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, LIFE LITERACIES & KEY SKILLS	<p>Disciplinary Concepts: Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy</p>	
	<p>Core Ideas:</p>	Different types of jobs require different knowledge and skills.

		<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>
	<i>Performance Expectation/s:</i>	<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>	