

Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	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 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.	
Artistic Practice:	Performance Expectation/s:	
Creating Explore, Investigate, Reflect, Refine, Continue Performing Select, Analyze, Share	2nd 1.5.2.Cr3 a. Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. 2nd	Activity Description: Unit Title: Inclusion in Art Week 1-2: Introduction to Diversity and Inclusion in Art

<p>Connecting Synthesize, Relate</p>	<p>1.5.2.Pr6 a. Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.</p> <p>2nd 1.5.2.Cn10 a. Create art that tells a story or describes life events in home, school and community.</p>	<p>Objective: Introduce students to the concepts of diversity, inclusion, and representation in art while developing art-making skills and vocabulary.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Begin by discussing the importance of diversity and inclusion in art, using age-appropriate language and examples. 2. Engage in art-making activities that allow students to explore different materials and techniques while using art vocabulary to describe their choices. 3. Introduce basic concepts related to LGBT and disabilities, emphasizing respect, empathy, and understanding. 4. Encourage students to reflect on their artwork and discuss their choices with peers, fostering collaboration and communication skills.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<ol style="list-style-type: none"> 1. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 2. Objects, artifacts, and artworks collected, preserved, or presented 	<ol style="list-style-type: none"> 1. What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work 	<p>Week 3-4: Exploring Identity and Representation</p> <p>Objective: Explore the themes of identity, diversity, and representation in art, focusing on LGBT and disabilities.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Provide diverse representation in art materials, such as books, images, and examples of artwork created by artists from LGBT and disabled communities.

<p>either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>3. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<p>help us experience it more completely?</p> <p>2. What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>3. How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p>	<p>2. Guide students in creating artwork that represents aspects of their own identity or experiences, including LGBT and disabilities if applicable.</p> <p>3. Facilitate discussions about different forms of identity and representation in art, encouraging empathy and understanding.</p> <p>4. Display and discuss artworks that depict diverse identities and experiences, analyzing how art can reflect and celebrate diversity.</p> <p>Week 5-6: Creating Art with Purpose</p> <p>Objective: Encourage students to create art that tells stories or describes life events related to LGBT and disabilities in their home, school, and community.</p> <p>Activities:</p> <ol style="list-style-type: none">1. Guide students in brainstorming ideas for art projects that tell personal stories or describe life events, emphasizing the importance of representation and inclusivity.2. Provide opportunities for students to explore different mediums and techniques to express their ideas visually.3. Discuss the role of art museums and exhibit spaces in sharing stories and experiences from diverse communities.4. Reflect on the impact of art exhibits inside and outside of schools in contributing to inclusive and supportive communities.
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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>	<p>Week 7-8: Understanding Art Museums and Exhibit Spaces</p> <p>Objective: Explore the roles and responsibilities of people who work in and visit art museums and exhibit spaces, while analyzing how art exhibits contribute to communities.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Introduce students to the concept of art museums and exhibit spaces, discussing the different roles of curators, artists, educators, and visitors. 2. Provide examples of art exhibits that celebrate diversity, including works by LGBT and disabled artists. 3. Discuss the impact of art exhibits on communities, highlighting the importance of representation and inclusivity. 4. Invite students to create their own mini art exhibits showcasing their artwork related to LGBT and disabilities, encouraging them to consider the stories and experiences they want to share with others. <p>Week 9-10: Reflection and Celebration</p> <p>Objective: Reflect on the learning journey and celebrate students' artwork and achievements in creating inclusive and meaningful art.</p> <p>Activities:</p>

<p>- (8) Interpret intent and meaning in artistic work.</p> <p>- (9) Apply criteria to evaluate artistic work.</p> <p>SEL/Connect</p> <p>- (10) Synthesize and relate knowledge and personal experiences to make art.</p> <p>- (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<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>	<ol style="list-style-type: none"> 1. Provide time for students to reflect on their art-making process and the themes of diversity, inclusion, and representation explored throughout the marking period. 2. Organize a celebration or exhibition where students can showcase their artwork related to LGBT and disabilities to their peers, families, and school community. 3. Facilitate discussions about the impact of art in promoting empathy, understanding, and social change. 4. Encourage students to continue exploring themes of diversity and inclusion in their future art-making endeavors. <p>Interdisciplinary Connections: Language Arts:</p> <ul style="list-style-type: none"> ● Read age-appropriate books and stories featuring characters from LGBT and disabled communities, fostering empathy and understanding. ● Have students write and illustrate their own stories that celebrate diversity and inclusion, incorporating themes of LGBT and disabilities. ● Explore poetry and creative writing as a means of expressing emotions and experiences related to identity and acceptance.
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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/Connect
CONSOLIDATED EU (10)
Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

	<p>CONSOLIDATED EQ (10) How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p> <p>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.</p> <p>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?</p>	
Assessments (Formative)	Assessments (Summative)	

<i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments:		Benchmarks:	
<ul style="list-style-type: none"> Peer and self feedback in critical response format 		<ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes 	
Summative Assessments:		Summative Assessments:	
		<ul style="list-style-type: none"> Performances/Presentations In-studio showings 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<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). <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>.</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. 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 	<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 test to their individual needs. 	<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>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/cultural-art-projects/</p>	<p>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>		
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 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 	<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.

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

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<i>Core Ideas:</i>	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.
	<i>Performance Expectation/s:</i>	Make a list of different types of jobs and describe the skills associated

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