

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	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
Performing Responding Connecting	Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work. Standard #: Anchor Standard 9 Description: Applying criteria to evaluate products. Standard #: Anchor Standard 11 Description: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
Artistic Practice:	Performance Expectation/s:	
Performing Select, Analyze, Share Responding Perceive, Analyze, Interpret	2nd 1.5.2.Pr4 a. Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.	Activity Description: Unit Title: Art Appreciation Week 1-2: Introduction to Art Appreciation

<p>Connecting Synthesize, Relate</p>	<p>2nd 1.5.2.Re9 a. Use art vocabulary to explain preferences in selecting and classifying artwork.</p> <p>2nd 1.5.2.Cn11 a. Compare, contrast, and describe why people from different places and times make art.</p> <p>b. Describe why people from different places and times make art about different issues, including climate change.</p>	<p>Objective: Introduce students to the concepts of selecting and categorizing artwork, as well as exploring why people make art.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Begin by discussing the purpose of art and why people create artwork. 2. Introduce art vocabulary related to preferences, such as colors, shapes, and emotions. 3. Show examples of different artworks and discuss why some are valued over others, encouraging students to express their opinions. 4. Engage in activities where students select and categorize artwork based on simple themes or concepts, such as colors or shapes. <p>Week 3-4: Exploring Art from Different Places and Times</p>
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<p>Objective: Explore how art varies across different cultures, time periods, and geographical locations.</p>
<ol style="list-style-type: none"> 1. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. 	<ol style="list-style-type: none"> 1. How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Introduce students to artworks from different cultures and historical periods, discussing their unique characteristics and styles. 2. Discuss why people from different places and times make art, emphasizing cultural traditions, religious beliefs, and social contexts.

<p>2. People evaluate art based on various criteria.</p> <p>3. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p>and select them for presentation?</p> <p>2. How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p>3. How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	<p>3. Engage in activities where students compare and contrast artworks from different cultures and time periods, identifying similarities and differences.</p> <p>4. Encourage students to create their own artworks inspired by diverse cultural traditions, using materials and techniques from different parts of the world.</p> <p>Week 5-6: Selecting and Displaying Artwork</p> <p>Objective: Teach students how to select artwork for display and categorize it based on a theme or concept.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Discuss the process of selecting artwork for display, including considerations such as theme, audience, and space constraints. 2. Engage in activities where students select and explain artwork for display, discussing why certain pieces are chosen and how they contribute to the overall theme or concept. 3. Explore the concept of curating an art exhibit, including arranging artwork in a visually pleasing and meaningful way. 4. Collaborate on creating a class art exhibit, where students contribute their artwork and participate in selecting and arranging pieces for display. <p>Week 7-8: Exploring Art About Different Issues</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<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. 	<p>SEL/Perform</p> <p>CONSOLIDATED EU (4)</p> <p>Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p>	

<p>- (3) Refine and complete artistic ideas and work.</p> <p>SEL/Perform</p> <p>- (4) Analyze, interpret & select artistic work for Presentation.</p> <p>- (5) Develop & refine artistic techniques & work for presentation.</p> <p>- (6) Convey meaning through the presentation of artistic work.</p> <p>SEL/Respond</p> <p>- (7) Perceive and analyze artistic work.</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>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> <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</p>	<p>Objective: Explore how art can address different issues, including climate change, and how artists express their perspectives through their artwork.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Introduce students to artworks that address social, environmental, and political issues, including climate change. 2. Discuss why people make art about different issues, emphasizing the role of artists as activists, storytellers, and visionaries. 3. Engage in activities where students analyze and discuss artwork about climate change, identifying symbols, themes, and messages. 4. Encourage students to create their own artwork inspired by environmental issues, using materials and techniques to express their ideas and concerns. <p>Week 9-10: Reflection and Exhibition</p> <p>Objective: Reflect on the learning journey and prepare artwork for a culminating exhibition.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Reflect on the themes and concepts explored throughout the marking period, discussing how art can communicate ideas and emotions.
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<p>- (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>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>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</p>	<ol style="list-style-type: none"> 2. Prepare artwork for a class exhibition, selecting pieces that best represent the students' creativity, skills, and interests. 3. Invite families, teachers, and classmates to a culminating exhibition where students can share their artwork and explain their artistic choices. 4. Reflect on the experience of participating in the exhibition, discussing what they learned about art appreciation, selection, and display. <p>Interdisciplinary Connections: Language Arts:</p> <ul style="list-style-type: none"> ● Use literature to explore themes and concepts related to artwork, such as storytelling, character development, and descriptive language. ● Have students write stories or poems inspired by artworks they have created or observed, incorporating art vocabulary and descriptive language. ● Explore biographies of artists from different cultures and time periods, connecting their life experiences to their artwork. <p>Social Studies:</p> <ul style="list-style-type: none"> ● Study the historical and cultural contexts of artworks, exploring how art reflects and influences society. ● Investigate different cultures and civilizations through their artwork, discussing traditions, beliefs, and values.
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	<p>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> <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>SEL/Connect CONSOLIDATED EU (10)</p>	<ul style="list-style-type: none">● Explore the role of art in documenting and preserving history, such as cave paintings, hieroglyphics, and historical artifacts.
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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) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> Peer and self feedback in critical response format 		Benchmarks: <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes 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 IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
Dewey, J. (1902). <i>The child and the curriculum</i> . Chicago: University of Chicago Press. Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i> . NY: Routledge. NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i> . https://njartsstandards.org/sites/defa	<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. 	<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>ult/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/cultural-art-projects/</p>	<ul style="list-style-type: none"> 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. 		
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>			

- N/A

**Differentiated Student Access to Content:
 Recommended *Strategies & Techniques***

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. 	<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.

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