Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period I	45 days

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
Creating Performing Responding	**Standard #:** Anchor Standard 1 **Description:** Generating and conceptualizing ideas. **Standard #:** Anchor Standard 4 **Description:** Selecting, analyzing, and interpreting work. **Standard #:** Anchor Standard 7 **Description:** Perceiving and analyzing products. **Standard #:** Anchor Standard 9 **Description:** Applying criteria to evaluate products.	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	Performance Expectation/s:	
Creating Explore, Investigate, Reflect, Refine, Continue **Performing** Select, Analyze, Share	**5th** 1.5.5.Cr1 a. Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.	**Activity Description**: Unit Plan: Celebrating Diversity and Inclusion through Art Week 1-2: Introduction to Diversity and Inclusion in Art

Responding
Perceive, Analyze, Interpret
	b. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.
	
	5th
	1.5.5.Pr4
	a. Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
	
	5th
	1.5.5.Re7
	a. Speculate about artistic processes, interpret, and compare works of art and other responses.
	
	b. Analyze visual arts including cultural associations.
		● Objective: Introduce students to the concepts of diversity and inclusion in art and foster brainstorming and goal-setting skills.
		● Activities:
		   ● Discuss the importance of diversity and inclusion in art, using age-appropriate examples and discussions.
		   ● Brainstorm ideas as a class about what diversity means and why it's important.
		   ● Collaboratively set goals for the unit, discussing what students hope to learn and create.
		   ● Engage in artmaking activities that encourage exploration and experimentation with different materials and techniques.
		
		Week 3-4: Exploring Cultural Diversity
		
		● Objective: Explore different cultures through art and develop skills in analyzing and comparing artworks.
		● Activities:
		   ● Introduce students to artworks from diverse cultures around the world, discussing their aesthetic characteristics and cultural significance.
		   ● Analyze visual artworks, speculating about artistic processes and comparing works from different cultural backgrounds.
		   ● Engage in collaborative art projects where students create artworks inspired by cultural motifs, symbols, and traditions.

Enduring Understanding/s:	**Essential Question/s:**	
1. Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic	1. What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to	

investigations, following or breaking with traditions in pursuit of creative art-making goals.

2. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

3. Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

2. 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, and select them for presentation?

3. How do life experiences influence the way you

● Discuss the responsibilities of a curator in preserving and presenting artworks from diverse cultures.

Week 5-6: Celebrating Identity and Inclusion

● Objective: Encourage students to express their unique identities and experiences through art while fostering empathy and understanding.
● Activities:
  ● Discuss the concept of identity and how it relates to diversity and inclusion.
  ● Invite students to create self-portraits or artworks that represent aspects of their identity, using diverse materials and approaches.
  ● Explore artworks that celebrate diversity and promote inclusion, analyzing their cultural associations and messages.
  ● Reflect on the responsibilities of a curator in representing diverse identities and perspectives in art exhibitions.

Week 7-8: Addressing Social Issues through Art

● Objective: Explore how art can address social issues and promote positive change, encouraging students to think critically and creatively.
● Activities:
  ● Discuss social issues such as environmental conservation, human rights, and equality, and their representation in art.

4. People evaluate art based on various criteria.	relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
	
	4. 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?
		• Engage in artmaking activities that allow students to express their thoughts and feelings about social issues through diverse approaches.
		• Analyze artworks that address social issues, speculating about the artistic processes and interpreting their messages.
		• Reflect on the role of art in raising awareness, fostering empathy, and promoting social change.
		
		Week 9-10: Culminating Exhibition and Reflection
		
		• Objective: Showcase students' artwork and reflect on their learning journey, emphasizing the importance of diversity and inclusion in art.
		• Activities:
		  • Prepare artwork for a culminating exhibition, curating pieces that represent students' diverse perspectives and approaches to artmaking.
		  • Invite families, teachers, and classmates to the exhibition, where students can present their artwork and discuss their creative processes.
		  • Reflect on the unit as a whole, discussing what students have learned about diversity, inclusion, and the role of art in expressing and celebrating identity.
		  • Discuss how students can continue to incorporate diversity and inclusion into their future artmaking endeavors.
		
		Interdisciplinary Connections:

Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*	
SEL/Create - (1) Generate and conceptualize artistic ideas and work.	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.	

		Mathematics:
- (2) Organize and develop artistic ideas and work. - (3) Refine and complete artistic ideas and work. SEL/Perform - (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. SEL/Respond - (7) Perceive and analyze artistic work. - (8) Interpret intent and meaning in artistic work. - (9) Apply criteria to evaluate artistic work.	CONSOLIDATED EQ (1) How do artists generate creative ideas? SEL/Create CONSOLIDATED EU (2) Artists organize and develop creative ideas by balancing what is known with what is new. CONSOLIDATED EQ (2) How do artists make creative decisions? SEL/Create CONSOLIDATED EU (3) Refinement of artistic work is an iterative process that takes time, discipline, and collaboration CONSOLIDATED EQ (3) How do artists use a critique process and reflection to refine a work and decide it's ready to be shared? SEL/Perform CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning	● Use math concepts such as symmetry, patterns, and shapes to analyze and create artworks, exploring cultural patterns and designs from diverse backgrounds.

through their understanding of context and expressive intent.

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?

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.

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. 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?	

Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	Assessments (Summative) *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Peer and self feedback in critical response format	**Benchmarks:** ● Rubric evaluations ● Tests/Quizzes **Summative Assessments:** ● 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). *The child and the curriculum.* Chicago: University of Chicago Press. Eisner, E. (2002). *The Educational Imagination 3rd ed.* Upper Saddle River, NJ: Prentice Hall Flinders, J. & Thornton, S. (2004). *The Curriculum Studies Reader.* NY: Routledge. NJCCCS (2020). *2020 New Jersey Student Learning Standards for Visual and Performing Arts.* https://njartsstandards.org/sites/defa	● 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.	● 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.	● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

ult/files/2020-06/NJ_dance_at_a_glance.pdf Smith, J. (2019). *The Colors of Us*. Henry Holt and Co. Park, L. S. (2008). *Bee-Bim Bop!*. Clarion Books. National Museum of African Art. (n.d.). Africa Access. Global Storybooks Portal. (n.d.). International Children's Digital Library. https://storybooks.globe.gov/ Jackson, A., & Smith, B. (2020). The Role of Visual Art in Promoting Diversity and Inclusion in Early Childhood Education. *Early Childhood Education Journal, 48*(3), 331–339. https://doi.org/10.1007/s10643-019-00976-0 Artful Kids. Multicultural Art Projects for Kids. https://artful-kids.com/category/cultural-art-projects/	● 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

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

Differentiated Student Access to Content: Recommended *Strategies & Techniques*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
• 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.	• 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.	• 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.	• 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.

	• 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.		

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)							
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	Standards in Action: *Climate Change*	X	Diversity and Inclusion *C.18A:35-4.36.A*

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	*Disciplinary Concepts:* Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	Core Ideas:	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.

	Performance Expectation/s:	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.
	Career Readiness, Life Literacies, & Key Skills Practices	
	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.	