

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	45 days
<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>
Performing Responding Connecting	<b>Standard #:</b> Anchor Standard 4 <b>Description:</b> Selecting, analyzing, and interpreting work.  <b>Standard #:</b> Anchor Standard 9 <b>Description:</b> Applying criteria to evaluate products.  <b>Standard #:</b> Anchor Standard 11 <b>Description:</b> Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<b>Performing</b> Select, Analyze, Share  <b>Responding</b> Perceive, Analyze, Interpret	<b>5th</b> 1.5.5.Pr4 a. Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.  <b>5th</b>	<b>Activity Description:</b> Unit Plan: Understanding Artistic Evaluation and Communication  Week 1-2: Introduction to Curatorial Responsibilities <ul style="list-style-type: none"> <li>● Objective: Introduce students to the role of a curator in preserving and presenting artworks.</li> </ul>

<p><b>Connecting</b>                  Synthesize, Relate</p>	<p>1.5.5.Re9                  a. Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p> <p><b>5th</b>                  1.5.5.Cn11                  a. Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p> <p>b. Communicate how art is used to inform others about global issues, including climate changes.</p>	<ul style="list-style-type: none"> <li>● Activities:                         <ul style="list-style-type: none"> <li>● Define the term "curator" and discuss their responsibilities in preserving, presenting, and interpreting artworks.</li> <li>● Explore examples of curated exhibitions in museums and galleries, discussing how curators select and organize artworks to convey specific themes or messages.</li> <li>● Engage in discussions about the importance of preserving cultural heritage and the role of curators in ensuring artworks are accessible to the public.</li> <li>● Analyze the responsibilities of a curator through hands-on activities, such as organizing a mini-exhibition in the classroom.</li> </ul> </li> </ul> <p>Week 3-4: Evaluative Criteria in Art</p>
<p><b>Enduring Understanding/s:</b></p>	<p><b>Essential Question/s:</b></p>	
<p>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.</p>	<p>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, and select them for presentation?</p>	<ul style="list-style-type: none"> <li>● Objective: Explore different evaluative criteria used to assess artworks based on genre, historical, and cultural contexts.</li> <li>● Activities:                         <ul style="list-style-type: none"> <li>● Identify and discuss various evaluative criteria for different types of artworks, such as composition, technique, symbolism, and cultural significance.</li> <li>● Analyze artworks from different genres and historical periods, applying appropriate evaluative criteria to assess their artistic merits.</li> <li>● Engage in hands-on activities where students evaluate and critique artworks based on specific</li> </ul> </li> </ul>

<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>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>criteria, discussing their observations and interpretations.</p> <ul style="list-style-type: none"> <li>● Reflect on the subjective nature of artistic evaluation and the importance of considering multiple perspectives when assessing artworks.</li> </ul> <p>Week 5-6: Art as a Reflection of Values and Beliefs</p> <ul style="list-style-type: none"> <li>● Objective: Explore how art reflects the values, beliefs, and culture of individuals and societies.</li> <li>● Activities:             <ul style="list-style-type: none"> <li>● Discuss how art can communicate and express values, beliefs, and cultural identity through symbolism, subject matter, and style.</li> <li>● Analyze artworks from different cultural and historical contexts, identifying themes and symbols that reflect specific values and beliefs.</li> <li>● Engage in art-making activities where students create artworks that reflect their own values and beliefs, using symbols and imagery to convey personal meaning.</li> <li>● Reflect on the ways in which art can both reinforce and challenge societal norms and ideologies.</li> </ul> </li> </ul> <p>Week 7-8: Art as a Tool for Social Commentary</p> <ul style="list-style-type: none"> <li>● Objective: Explore how art is used to inform others about global issues, including climate change.</li> <li>● Activities:</li> </ul>
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i></p>	
<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> </ul>	<p>SEL/Perform</p> <p>CONSOLIDATED EU (4)              Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>CONSOLIDATED EQ (4)</p>	

<p>- (3) Refine and complete artistic ideas and work.</p> <p>SEL/Perform</p> <p>- (4) Analyze, interpret &amp; select artistic work for Presentation.</p> <p>- (5) Develop &amp; refine artistic techniques &amp; 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>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 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</p>	<ul style="list-style-type: none"> <li>● Discuss the role of art in raising awareness about global issues, such as environmental conservation and climate change.</li> <li>● Analyze artworks that address climate change and environmental issues, discussing the messages, symbols, and visual elements used to convey meaning.</li> <li>● Engage in art-making activities where students create artworks that address environmental themes and advocate for positive change.</li> <li>● Reflect on the power of art as a form of social commentary and its potential to inspire action and promote environmental stewardship.</li> </ul> <p>Week 9-10: Culminating Project and Reflection</p> <ul style="list-style-type: none"> <li>● Objective: Create a culminating project that demonstrates understanding of curatorial responsibilities, evaluative criteria in art, and the role of art in reflecting values and addressing global issues.</li> <li>● Activities:             <ul style="list-style-type: none"> <li>● Collaboratively plan and execute a culminating project, such as curating an exhibition or creating a multimedia presentation, that incorporates elements of curatorial responsibility, evaluative criteria, and social commentary.</li> <li>● Present the culminating project to classmates, teachers, and parents, explaining the curatorial process, artistic choices, and thematic significance.</li> </ul> </li> </ul>
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<p>- (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>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 achieved through analysis,</p>	<ul style="list-style-type: none"> <li>● Reflect on the learning journey, discussing how students' understanding of art has evolved throughout the unit and how they can apply their knowledge to future art experiences and endeavors.</li> <li>●</li> </ul> <p>Interdisciplinary Connections:              Language Arts:</p> <ul style="list-style-type: none"> <li>● Use literature to explore themes and concepts related to artwork, such as storytelling, character development, and descriptive language.</li> <li>● Have students write stories or poems inspired by artworks they have created or observed, incorporating art vocabulary and descriptive language.</li> <li>● Explore biographies of artists from different cultures and time periods, connecting their life experiences to their artwork.</li> </ul> <p>Social Studies:</p> <ul style="list-style-type: none"> <li>● Study the historical and cultural contexts of artworks, exploring how art reflects and influences society.</li> <li>● Investigate different cultures and civilizations through their artwork, discussing traditions, beliefs, and values.</li> <li>● Explore the role of art in documenting and preserving history, such as cave paintings, hieroglyphics, and historical artifacts.</li> </ul>
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	<p>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>	
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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?			
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>			<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>		
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Peer and self feedback in critical response format</li> </ul>			<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>Rubric evaluations</li> <li>Tests/Quizzes</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Performances/Presentations</li> <li>In-studio showings</li> </ul>		
<b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b>					
<b>Core Resources</b>		<b>Alternate Core Resources IEP/504/At-Risk/ESL</b>		<b>ELL Core Resources</b>	
Dewey, J. (1902). <i>The child and the curriculum</i> . Chicago: University of Chicago Press.  Eisner, E. (2002). <i>The Educational Imagination 3<sup>rd</sup> 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> . <a href="https://njartsstandards.org/sites/defa">https://njartsstandards.org/sites/defa</a>		<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Allow access to supplemental materials, including use of online bilingual dictionary.</li> <li>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.</li> </ul>	
<ul style="list-style-type: none"> <li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>					

<p><a href="#">ult/files/2020-06/NJ_dance_at_a_glance.pdf</a></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. <a href="https://storybooks.globe.gov/">https://storybooks.globe.gov/</a></p> <p>Jackson, A., &amp; 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. <a href="https://doi.org/10.1007/s10643-019-00976-0">https://doi.org/10.1007/s10643-019-00976-0</a></p> <p>Artful Kids. Multicultural Art Projects for Kids. <a href="https://artful-kids.com/category/cultural-art-projects/">https://artful-kids.com/category/cultural-art-projects/</a></p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>		
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>Other:</b></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"> <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> </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>

	<ul style="list-style-type: none"> <li>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.</li> </ul>		
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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>	<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>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<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>	