

Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period I	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 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.	
Artistic Practice:	Performance Expectation/s:	
Creating Explore, Investigate, Reflect, Refine, Continue Performing Select, Analyze, Share	8th 1.5.8.Cr1 a. Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative	Activity Description: Unit Plan: Celebrating Diversity and Inclusion through Art Week 1-2: Introduction to Diversity and Inclusion in Art

<p>Responding Perceive, Analyze, Interpret</p>	<p>risks, and document the processes in traditional or new media.</p> <p>b. Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>8th 1.5.8.Pr4 a. Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</p> <p>8th 1.5.8.Re7 a. Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.</p> <p>b. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and</p>	<ul style="list-style-type: none">● Objective: Introduce students to the concepts of diversity and inclusion in art and encourage them to explore contemporary art practices.● Activities:<ul style="list-style-type: none">● Discuss the importance of diversity and inclusion in art, using examples from contemporary artists who address these themes.● Explore contemporary art practices that celebrate diversity and challenge traditional norms, such as street art, performance art, and digital art.● Engage in brainstorming sessions where students conceptualize early stages of their own creative projects, focusing on themes of diversity and inclusion.● Collaboratively develop criteria and identify goals for investigating aspects of present-day life through art. <p>Week 3-4: Investigating Present-Day Life Through Art</p> <ul style="list-style-type: none">● Objective: Encourage students to investigate and explore aspects of present-day life through art, using contemporary art practices.● Activities:<ul style="list-style-type: none">● Guide students in researching and selecting topics related to present-day life that are of personal interest or significance.● Provide opportunities for students to experiment with different art-making techniques and media to express their ideas and concepts.
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	emotions.	
Enduring Understanding/s:	Essential Question/s:	
<ol style="list-style-type: none"> 1. Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic 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 	<ol style="list-style-type: none"> 1. What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to 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 	<ul style="list-style-type: none"> ● Facilitate collaborative investigations where students explore their chosen topics through group discussions, research, and creative experimentation. ● Document the creative process using traditional or new media, such as sketchbooks, digital journals, or multimedia presentations. <p>Week 5-6: Analyzing Art Presentation and Preservation</p> <ul style="list-style-type: none"> ● Objective: Investigate and analyze how artwork is presented, preserved, and experienced, including the use of evolving technology. ● Activities: <ul style="list-style-type: none"> ● Introduce students to different methods of presenting and preserving artwork, including traditional gallery exhibitions, online platforms, and immersive experiences. ● Analyze examples of artwork presentations and evaluate them based on criteria such as accessibility, engagement, and use of technology. ● Discuss the role of technology in transforming the way artwork is experienced and preserved, including virtual reality, augmented reality, and digital archives. ● Collaboratively evaluate a collection or presentation of artwork, considering how it effectively communicates themes of diversity and inclusion.

<p>understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</p> <p>4. People evaluate art based on various criteria.</p>	<p>preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p>3. How do life experiences influence the way you 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?</p> <p>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?</p>	<p>Week 7-8: Understanding Cultural and Social Contexts in Art</p> <ul style="list-style-type: none">● Objective: Explore how cultural and social contexts influence aesthetic choices and the perception of visual messages in art.● Activities:<ul style="list-style-type: none">● Discuss how cultural and environmental factors shape aesthetic preferences and impact the interpretation of visual messages.● Analyze artworks from different cultural and social contexts, identifying themes, symbols, and visual elements that reflect specific cultural values and beliefs.● Engage in discussions and activities that encourage students to compare and contrast cultural and social contexts in visual arts, exploring how they influence ideas and emotions.● Reflect on personal aesthetic choices and cultural influences, discussing how they shape individual artistic expression and perception. <p>Week 9-10: Culminating Project and Reflection</p> <ul style="list-style-type: none">● Objective: Create a culminating project that demonstrates understanding of diversity, inclusion, and the contemporary practice of art.● Activities:<ul style="list-style-type: none">● Collaboratively plan and execute a culminating project that investigates an aspect of present-day
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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>life through art, incorporating themes of diversity and inclusion.</p> <ul style="list-style-type: none"> ● Present the culminating project to classmates, teachers, and parents, explaining the creative process, artistic choices, and thematic significance. ● Reflect on the learning journey, discussing how students' understanding of diversity, inclusion, and contemporary art practices has evolved throughout the unit. ● Discuss ways to continue exploring themes of diversity and inclusion through future art-making endeavors and personal growth. ● <p>Interdisciplinary Connections:</p> <p>Mathematics:</p> <ul style="list-style-type: none"> ● Use math concepts such as symmetry, patterns, and shapes to analyze and create artworks, exploring cultural patterns and designs from diverse backgrounds.

<ul style="list-style-type: none">- (8) Interpret intent and meaning in artistic work.- (9) Apply criteria to evaluate artistic work.	<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.

	<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, 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>	
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	<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>	<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 	<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 	<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>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>. 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</p>	<p>homework is appropriate.</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>of any classwork, quiz or test to their individual needs.</p>	
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Projects for Kids. https://artful-kids.com/category/cultural-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 	<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>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.</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>		Standards in Action: <i>Climate Change</i>	X	Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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NJSLS CAREER READINESS,

Disciplinary Concepts:
 Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving,

LIFE LITERACIES & KEY SKILLS	Technology Literacy	
	Core Ideas:	<p>Different types of jobs require different knowledge and skills.</p> <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>
	Performance Expectation/s:	<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>	