Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	45 days

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
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.	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	Performance Expectation/s:	
Performing Select, Analyze, Share **Responding** Perceive, Analyze, Interpret	**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.	<u>**Activity Description**</u>: Unit Plan: Understanding Artistic Evaluation and Communication Week 1-2: Introduction to Art Presentation and Preservation ● Objective: Introduce students to the various ways artwork is presented, preserved, and experienced.

Connecting Synthesize, Relate	**8th** 1.5.8.Re9 a. Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork. **8th** 1.5.8.Cn11 a. Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. b. Analyze and contrast how art forms are used to reflect global issues, including climate change.

● Activities:
  ● Explore different methods of presenting artwork, including gallery exhibitions, digital platforms, and virtual reality experiences.
  ● Discuss the role of technology in shaping the way artwork is experienced and preserved, examining examples of innovative digital art installations and online galleries.
  ● Analyze and evaluate collections or presentations of artwork, considering factors such as accessibility, engagement, and effectiveness in conveying artistic intent.
  ● Engage in discussions about the evolving nature of art presentation and preservation in the digital age.

Week 3-4: Understanding Art Evaluation

● Objective: Develop skills in evaluating artwork and articulating persuasive arguments to support evaluations.
● Activities:
  ● Introduce students to the process of art evaluation, discussing the importance of using established criteria and objective analysis.
  ● Provide opportunities for students to analyze and critique artworks, considering elements such as composition, technique, symbolism, and cultural context.
  ● Guide students in creating convincing and logical arguments to support their evaluations,

Enduring Understanding/s:	Essential Question/s:
1. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks	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,

for preservation and presentation.

2. People evaluate art based on various criteria.

3. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

artifacts, and artworks, and select them for presentation?

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?

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?

emphasizing the difference between personal preferences and established criteria.
● Engage in peer critiques where students present their evaluations of artworks and engage in constructive feedback and discussion.

Week 5-6: Exploring Group Identity and Culture in Art

● Objective: Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.
● Activities:
  ● Discuss the role of art in representing and reflecting group identity and culture, examining examples from different cultural and social contexts.
  ● Analyze artworks that explore themes of identity, belonging, and cultural heritage, considering how artistic choices contribute to the representation of group identity.
  ● Engage in activities that encourage students to reflect on their own cultural identities and how they are represented in art.
  ● Collaboratively create artworks that celebrate and explore aspects of group identity and culture, incorporating elements of personal experience and collective expression.

Week 7-8: Examining Art's Role in Addressing Global Issues

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies
SEL/Create - (1) Generate and conceptualize artistic ideas and work.	SEL/Perform CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.

- (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.

SEL/Connect
- (10) Synthesize and relate knowledge and

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,

- Objective: Analyze and contrast how art forms are used to reflect global issues, including climate change.
- Activities:
  - Explore the role of art in raising awareness about global issues, such as climate change, social justice, and environmental sustainability.
  - Analyze artworks that address themes of climate change and environmental activism, considering how artists use visual language to convey messages and provoke thought.
  - Engage in discussions about the potential of art to inspire action and change attitudes towards global challenges.
  - Collaboratively create artworks that address issues related to climate change, reflecting on the power of art to communicate complex ideas and inspire empathy and action.

Week 9-10: Culminating Project and Reflection

- Objective: Synthesize learning from the unit and create a culminating project that explores themes of art presentation, evaluation, representation, and advocacy.
- Activities:
  - Guide students in planning and executing a culminating project that incorporates elements of art presentation, evaluation, and representation, focusing on themes explored throughout the unit.
  - Provide opportunities for students to reflect on their learning journey and the connections between art, identity, culture, and global issues.

personal experiences to make art. - (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	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)	● Present the culminating projects to classmates, teachers, and parents, showcasing the diversity of perspectives and creative expressions. ● Facilitate discussions and written reflections where students articulate their insights and takeaways from the unit, discussing how they can apply their learning to future art-making endeavors and personal growth. Interdisciplinary Connections: Language Arts: ● 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. Social Studies: ● 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.

	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?	● Explore the role of art in documenting and preserving history, such as cave paintings, hieroglyphics, and historical artifacts.

	SEL/Connect	
	CONSOLIDATED EU (10) 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) *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*	● 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	● 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.

Visual and Performing Arts. https://njartsstandards.org/sites/default/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/	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.		
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	• 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.

	individual instruction time as needed. ● 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.	