| Marking Period | Unit Title | Recommended Instructional Days |
|---|---|---|
| 2 | Marking Period 2 | 45 days |

| Artistic *Process*: | Anchor Standard: *General Knowledge & Skills* | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit |
|---|---|---|
| Creating<br>Performing<br>Responding | **Standard #:** Anchor Standard 2<br>**Description:** Organizing and developing ideas<br><br>**Standard #:** Anchor Standard 5<br>**Description:** Developing and refining techniques and models or steps needed to create products.<br><br>**Standard #:** Anchor Standard 8<br>**Description:** Interpreting intent and meaning. | |
| **Artistic *Practice*:** | **Performance Expectation/s:** | |
| **Creating**<br>Explore, Investigate, Reflect, Refine, Continue<br><br>**Performing**<br>Select, Analyze, Share<br><br>**Responding** | **HS Accomplished**<br>1.5.12acc.Cr2<br>a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. | **Activity Description**:<br><br>Unit Title: Art and Climate Change<br><br>Unit Overview:<br><br>This unit aims to engage students in exploring the theme of climate change through artistic expression. Students will create |

<table>
<tr>
<td>Perceive, Analyze, Interpret</td>
<td>b. Demonstrate awareness of ethical implications of making and distributing creative work.<br><br>c. Redesign an object, system, place, or design in response to contemporary issues.<br><br>HS Accomplished<br>1.5.12acc.Pr5<br>c. Redesign an object, system, place, or design in response to contemporary issues.<br><br>HS Accomplished<br>1.5.12acc.Re8<br>a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</td>
<td rowspan="3">artworks that raise awareness of environmental issues, experiment with traditional and nontraditional materials in a sustainable manner, collaborate on proposals for site-specific installations, and analyze the presentation of exhibitions related to environmental themes.<br><br>Duration: 1 marking period<br><br>Week 1: Introduction to Climate Change and Art<br><br>● Class discussion on climate change and its impact on the environment.<br>● Introduction to artists who address environmental issues in their work.<br>● Research and presentation on the intersection of art and environmental activism.<br>● Activity: Create an artist statement reflecting personal views on climate change and its significance.<br><br>Week 2: Experimental Artmaking<br><br>● Exploration of traditional and nontraditional art materials, with a focus on sustainability.<br>● Creative exercises encouraging spontaneous and intuitive artmaking.<br>● Discussion on the environmental impact of art materials and safe handling practices.<br>● Activity: Engage in making a work of art or design without having a preconceived plan.</td>
</tr>
<tr>
<td>Enduring Understanding/s:</td>
<td>Essential Question/s:</td>
</tr>
<tr>
<td>1. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance</td>
<td>1. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers</td>
</tr>
</table>

| | | |
|---|---|---|
| experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.<br><br>2. Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.<br><br>3. People gain insights into meanings of artworks by engaging in the process of art criticism. | learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?<br><br>2. What methods and processes are considered when | Week 3-4: Collaborative Installation Proposal<br><br>● Study examples of site-specific installations that address environmental themes.<br>● Group brainstorming sessions to identify a particular place for transformation.<br>● Collaborative development of a proposal for an installation that raises awareness of climate change.<br>● Activity: Present and refine installation proposals through peer critique and feedback sessions.<br><br>Week 5-6: Art and Exhibition Presentation<br><br>● Analysis of how exhibitions related to environmental themes are presented and curated.<br>● Visit to a local art gallery or museum with exhibitions on climate change or environmental issues.<br>● Discussion and evaluation of exhibition design, layout, and thematic coherence.<br>● Activity: Reflect on the reasons and ways an exhibition on climate change is presented.<br><br>Week 7-8: Creating Artworks on Climate Change<br><br>● Research and exploration of different artistic techniques and styles for expressing environmental themes.<br>● Development of individual artworks or series that interpret the impact of climate change.<br>● Workshops on relevant techniques and skills needed for student projects. |

| | | |
|---|---|---|
| | preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?<br><br>3. What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art? | ● Activity: Students begin creating their own artworks inspired by climate change.<br><br>Week 9-10: Exhibition and Reflection<br><br>● Preparation for a class exhibition showcasing student artworks on climate change.<br>● Installation of artworks in a gallery or designated space within the school.<br>● Opening reception for the exhibition, inviting the school community and local stakeholders.<br>● Reflection on the unit, including the process of creating artworks, the collaborative installation proposal, and the experience of presenting the exhibition.<br>● Activity: Group discussion and written reflection on the interpretation of student artworks and their contexts.<br><br>Assessment:<br><br>● Participation in class discussions and activities.<br>● Completion of research and presentation on artists addressing environmental issues.<br>● Quality of individual artworks and collaborative installation proposal.<br>● Reflection on the presentation of exhibitions related to climate change.<br>● Interpretation of student artworks supported by relevant evidence and contexts.<br><br>Interdisciplinary Connections: |
| **Social and Emotional Learning:** ***Competencies*** | **Social and Emotional Learning:** ***Sub-Competencies*** | |
| SEL/Create<br>- (1) Generate and conceptualize artistic ideas and work. | SEL/Create<br>CONSOLIDATED EU (1)<br>Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed. | |

| | | |
|---|---|---|
| - (2) Organize and develop artistic ideas and work.<br>- (3) Refine and complete artistic ideas and work.<br><br>SEL/Perform<br>- (4) Analyze, interpret & select artistic work for Presentation.<br>- (5) Develop & refine artistic techniques & work for presentation.<br>- (6) Convey meaning through the presentation of artistic work.<br><br>SEL/Respond<br>- (7) Perceive and analyze artistic work.<br>- (8) Interpret intent and meaning in artistic work.<br>- (9) Apply criteria to evaluate artistic work.<br><br>SEL/Connect<br>- (10) Synthesize and relate knowledge and | CONSOLIDATED EQ (1)<br>How do artists generate creative ideas?<br><br>SEL/Create<br>CONSOLIDATED EU (2)<br>Artists organize and develop creative ideas by balancing what is known with what is new.<br><br>CONSOLIDATED EQ (2)<br>How do artists make creative decisions?<br><br>SEL/Create<br>CONSOLIDATED EU (3)<br>Refinement of artistic work is an iterative process that takes time, discipline, and collaboration<br><br>CONSOLIDATED EQ (3)<br>How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?<br><br>SEL/Perform<br>CONSOLIDATED EU (4)<br>Artists make strong choices to effectively convey meaning | 1. Science:<br>● Explore the scientific principles underlying climate change, including greenhouse gas emissions, the greenhouse effect, and the impacts on ecosystems and biodiversity. Students can engage in discussions and activities that integrate scientific knowledge with their artistic exploration of climate change. |

| | | |
|---|---|---|
| personal experiences to make art.<br>- (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. | through their understanding of context and expressive intent.<br><br>CONSOLIDATED EQ (4)<br>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?<br><br>SEL/Perform<br>CONSOLIDATED EU (5)<br>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.<br><br>CONSOLIDATED EQ (5)<br>How do artists improve the quality of their presentation/performance?<br><br>SEL/Perform<br>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.<br><br>CONSOLIDATED EQ (6)<br>When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audiences response?<br><br>SEL/Respond<br>CONSOLIDATED EU (7)<br>Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.<br><br>CONSOLIDATED EQ (7)<br>How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences? | |

| | | |
|---|---|---|
| | SEL/Respond<br>CONSOLIDATED EU (8)<br>The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.<br><br>CONSOLIDATED EQ (8)<br>How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.<br><br>SEL/Respond<br>CONSOLIDATED EU (9)<br>Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.<br><br>CONSOLIDATED EQ (9)<br>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)**<br>***To show evidence of meeting the standard/s, students will successfully engage within:*** | **Assessments (Summative)**<br>***To show evidence of meeting the standard/s, students will successfully complete:*** |
|---|---|
| **Formative Assessments:**<br>● Peer and self feedback in critical response format | **Benchmarks:**<br>● Rubric evaluations<br>● Tests/Quizzes<br><br>**Summative Assessments:**<br>● Performances/Presentations<br>● 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.<br><br>Eisner, E. (2002). *The Educational Imagination 3rd ed.* Upper Saddle River, NJ: Prentice Hall<br><br>Flinders, J. & Thornton, S. (2004). *The Curriculum Studies Reader.* NY: Routledge.<br><br>NJCCCS (2020). *2020 New Jersey Student Learning Standards for Visual and Performing Arts.* https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_gl | ● 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.<br><br>● 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.<br><br>● 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. |

| | | | |
|---|---|---|---|
| ance.pdf<br><br>Siperstein, S., Hall, S., LeMenager, S. (2017) *Teaching Climate Change in the Humanities*. Routledge.<br><br>Stokstad, M., & Cothren, M. W. (2018). *Art history* (6th ed.). Pearson.<br><br>Smith, J. (2020). The Importance of Diversity and Inclusion in Art Education. *Art Education Journal, 45*(2), 112-125.<br><br>The Metropolitan Museum of Art. (n.d.). Heilbrunn Timeline of Art History. Retrieved from https://www.metmuseum.org/ | • 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.<br><br>• Engage all learners through implementation of various resources including visual, audio, and tactile materials.<br><br>• 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.<br><br>• 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).<br><br>• 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.<br><br>• 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 | • Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.<br><br>• Provide access to preferred seating, when requested.<br><br>• 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.<br><br>• Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.<br><br>• Propose interest-based extension activities and opportunities for extra credit. |

| | | | |
|---|---|---|---|
| | 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* | X | Standards in Action: *Climate Change* | | 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.<br>Brainstorming can create new, innovative ideas.<br>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.<br>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.<br>Demonstrate openness to new ideas and perspectives.<br>Demonstrate originality and inventiveness in work.<br>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.<br>Use a variety of types of thinking to solve problems.<br>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.<br>Utilize critical thinking to make sense of problems and persevere in solving them.<br>Use technology to enhance productivity, increase collaboration and communicate effectively.<br>Work productively in teams while using cultural/global competence. | |