

Marking Period		Unit Title	Recommended Instructional Days
4		Marking Period 4	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	
Performing Responding Connecting	<p>Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work.</p> <p>Standard #: Anchor Standard 9 Description: Applying criteria to evaluate products.</p> <p>Standard #: Anchor Standard 11 Description: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>		
Artistic Practice:	Performance Expectation/s:		
<p>Performing Select, Analyze, Share</p> <p>Responding Perceive, Analyze, Interpret</p>	<p>HS Accomplished 1.5.12acc.Pr4 a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p>HS Accomplished 1.5.12acc.Re9</p>	<p>Activity Description:</p> <p>Unit Title: Exploring Culture, History, and Global Issues</p> <p>Unit Overview:</p> <p>This unit aims to engage students in exploring how culture, history, and global issues influence personal responses to art.</p>	

<p>Connecting Synthesize, Relate</p>	<p>a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>HS Accomplished 1.5.12acc.Cn11</p> <p>a. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p> <p>b. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.</p>	<p>Students will analyze, select, and curate artworks for presentation, establish relevant criteria for evaluating artworks, and examine how knowledge of culture, traditions, history, and global issues such as climate change impact artistic perspectives.</p> <p>Duration: 9-10 weeks</p> <p>Week 1: Introduction to Artistic Perspectives</p> <ul style="list-style-type: none"> ● Class discussion on the influence of culture, history, and global issues on art. ● Introduction to the concept of curating artworks for presentation and preservation. ● Research and presentation on the cultural and historical context of selected artworks. ● Activity: Reflective writing on personal connections to art and cultural influences.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</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,</p>	<p>Week 2-3: Analyzing and Selecting Artworks</p> <ul style="list-style-type: none"> ● Study examples of artworks representing diverse cultural backgrounds and historical periods. ● Establish relevant criteria for evaluating artworks based on artistic techniques, cultural significance, and personal resonance. ● Group discussions and critique sessions where students analyze and select artworks for presentation and preservation.

<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>and select them for presentation?</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>	<ul style="list-style-type: none"> ● Activity: Collaborative curation project where students select and justify artworks for a hypothetical exhibition. <p>Week 4-5: Understanding Cultural Contexts</p> <ul style="list-style-type: none"> ● Explore the cultural and historical contexts of selected artworks, considering how cultural traditions, values, and beliefs influence artistic expression. ● Research and presentation on specific cultural traditions and their influence on art. ● Discussion on how knowledge of culture, traditions, and history shapes personal responses to art. ● Activity: Reflective journal entries on how cultural knowledge influences interpretations of selected artworks. <p>Week 6-7: Examining Global Issues</p> <ul style="list-style-type: none"> ● Investigate global issues such as climate change and social justice through the lens of art. ● Analyze artworks that address global issues, considering how artists convey messages and provoke responses. ● Research and presentation on the relationship between art and global issues. ● Discussion on how knowledge of global issues, including climate change, influences personal responses to art. ● Activity: Analytical writing on the impact of global issues on artistic perspectives.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<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. 	<p>SEL/Perform</p> <p>CONSOLIDATED EU (4)</p> <p>Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p>	

<p>- (3) Refine and complete artistic ideas and work.</p> <p>SEL/Perform</p> <p>- (4) Analyze, interpret & select artistic work for Presentation.</p> <p>- (5) Develop & refine artistic techniques & 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>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> <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</p>	<p>Week 8-9: Curating and Presenting Artworks</p> <ul style="list-style-type: none"> ● Refinement of curated artworks and preparation for presentation. ● Collaboration with classmates to design and organize a class exhibition showcasing selected artworks. ● Installation of artworks in a gallery or designated space within the school. ● Opening reception for the exhibition, inviting the school community and local stakeholders. ● Activity: Reflection on the curation and presentation process, considering the influence of culture, history, and global issues on artistic perspectives. <p>Assessment:</p> <ul style="list-style-type: none"> ● Participation in class discussions and activities. ● Completion of research and presentation on cultural and historical contexts of artworks. ● Quality of curated artworks and justification of selections based on established criteria. ● Reflective writing on the influence of culture, history, and global issues on artistic perspectives. ● Contribution to the curation and presentation of the class exhibition. <p>Interdisciplinary Connections: Social Studies:</p> <ul style="list-style-type: none"> ● Explore the historical and cultural contexts of selected artworks, examining how political, social, and economic factors influence artistic expression. Students can
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<p>- (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>and how a work is presented 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</p>	<p>analyze artworks from different time periods and geographical regions, considering the impact of historical events and movements on artistic styles and themes.</p>
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	<p>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> <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?			
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>			Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>		
Formative Assessments: <ul style="list-style-type: none"> Peer and self feedback in critical response format 			Benchmarks: <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes Summative Assessments: <ul style="list-style-type: none"> 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	
Dewey, J. (1902). <i>The child and the curriculum</i> . Chicago: University of Chicago Press. Eisner, E. (2002). <i>The Educational Imagination 3rd 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> . https://njartsstandards.org/sites/defa		<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 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. 		<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 of any classwork, quiz or test to their individual needs. 	
<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>ult/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Siperstein, S., Hall, S., LeMenager, S. (2017) <i>Teaching Climate Change in the Humanities</i>. Routledge.</p> <p>Stokstad, M., & Cothren, M. W. (2018). <i>Art history</i> (6th ed.). Pearson.</p> <p>Smith, J. (2020). The Importance of Diversity and Inclusion in Art Education. <i>Art Education Journal</i>, 45(2), 112-125.</p> <p>The Metropolitan Museum of Art. (n.d.). Heilbrunn Timeline of Art History. Retrieved from https://www.metmuseum.org/</p>	<ul style="list-style-type: none"> 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			
<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 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">● 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 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.● 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	<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.
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Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
 Visual and Performing Arts: Art II
 Grade: 10-12

Dev. Date:
 2020-2021

	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, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<i>Core Ideas:</i>	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.
	<i>Performance Expectation/s:</i>	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.