

| Marking Period | Unit Title | Recommended Instructional Days |
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| 3 | Marking Period 3 | 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 Connecting | <p>Standard #: Anchor Standard 3 Description: Refining and completing products.</p> <p>Standard #: Anchor Standard 6 Description: Conveying meaning through art.</p> <p>Standard #: Anchor Standard 10 Description: Synthesizing and relating knowledge and personal experiences to create products.</p> | |
| Artistic Practice: | Performance Expectation/s: | |
| <p>Creating Explore, Investigate, Reflect, Refine, Continue</p> <p>Performing Select, Analyze, Share</p> | <p>HS Proficient 1.5.12prof.Cr3 a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> | <p>Activity Description:</p> <p>Unit Title: Sculpting Diversity and Inclusion</p> <ul style="list-style-type: none"> Unit Overview: |

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| <p>Connecting Synthesize, Relate</p> | <p>HS Proficient 1.5.12prof.Pr6 a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</p> <p>HS Proficient 1.5.12prof.Cn10 a. Document the process of developing ideas from early stages to fully elaborated ideas.</p> | <p>This unit aims to explore the representation of LGBT+ individuals and individuals with disabilities in sculpture, as well as examine the impact of art on personal awareness and societal beliefs. Students will investigate artworks that depict diverse identities, reflect on the cultural contexts surrounding these representations, and create their own sculptures that celebrate diversity and challenge stereotypes.</p> <p>Session 1-2: Introduction to Diversity in Sculpture</p> <ul style="list-style-type: none"> ● Introduce the concept of diversity and inclusion in art, focusing on representations of LGBT+ individuals and individuals with disabilities. ● Discuss the importance of accurate and respectful representation in sculpture. ● Analyze sculptures by artists from diverse backgrounds that challenge stereotypes and celebrate individual identities. |
| <p>Enduring Understanding/s:</p> | <p>Essential Question/s:</p> | |
| <ol style="list-style-type: none"> 1. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 2. Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other | <ol style="list-style-type: none"> 1. What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? | <p>Session 3-4: Research and Reflection</p> <ul style="list-style-type: none"> ● Research the experiences and challenges faced by LGBT+ individuals and individuals with disabilities. ● Reflect on personal beliefs and understandings of social, cultural, and political issues related to diversity and inclusion. |

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| <p>venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>3. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> | <p>2. What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>3. How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p> | <ul style="list-style-type: none"> Document ideas and inspirations for sculpture projects, considering how they can convey messages of acceptance and empowerment. <p>Session 5-6: Creating Sculptures</p> <ul style="list-style-type: none"> Students begin creating their sculptures, applying relevant criteria from traditional and contemporary cultural contexts to examine and reflect on their works in progress. Experiment with different materials and techniques to convey emotions and experiences related to LGBT+ identities and disabilities. Collaborate with peers to provide feedback and support during the creative process. <p>Session 7-8: Exhibition and Reflection</p> <ul style="list-style-type: none"> Students present their completed sculptures in an exhibition format, considering how the collection impacts personal awareness of social, cultural, and political beliefs. Reflect on the process of developing ideas from early stages to fully elaborated sculptures, documenting the evolution of their artworks. |
| <p>Social and Emotional Learning: <i>Competencies</i></p> | <p>Social and Emotional Learning: <i>Sub-Competencies</i></p> | |

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| <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. - (8) Interpret intent and meaning in artistic work. - (9) Apply criteria to evaluate 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) How do artists use a critique process and reflection to refine a</p> | <ul style="list-style-type: none"> ● Discuss the impact of the exhibition on promoting empathy, understanding, and acceptance of diverse identities within the school community. <p>Assessment:</p> <ul style="list-style-type: none"> ● Formative assessments: Research assignments, peer critiques, and progress checks during sculpture creation. ● Summative assessment: Evaluation of students' final sculptures based on their ability to apply relevant cultural criteria, convey messages of diversity and inclusion, and reflect on the development process. <p>Interdisciplinary Connections:</p> <ol style="list-style-type: none"> 1. Social Studies/History: <ul style="list-style-type: none"> ● Explore the historical and social contexts of LGBTQ+ rights movements and disability rights movements. Students can examine key events, figures, and legislation that have shaped the experiences of LGBTQ+ individuals and people with disabilities, and how these narratives are represented in art. |
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| <p>SEL/Connect</p> <ul style="list-style-type: none">- (10) Synthesize and relate knowledge and personal experiences to make art.- (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. | <p>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> <p>CONSOLIDATED EQ (5)</p> | |
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| | <p>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 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/Connect CONSOLIDATED EU (10) Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p> <p>CONSOLIDATED EQ (10)</p> | |
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| | <p>How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p> <p>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.</p> <p>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?</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 | |
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| <p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <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> <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>Siperstein, S., Hall, S., LeMenager, S. (2017) <i>Teaching Climate Change in the Humanities</i>. Routledge.</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 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. Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing | <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. |

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| <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> | <p>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> | | |
| 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. | <ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. | <ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. | <ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. |

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
Visual and Performing Arts: Basic Sculpture
Grade:9-12

Dev. Date:
2020-2021

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| <ul style="list-style-type: none">● 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">● 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 any formal or informal assessments. | <ul style="list-style-type: none">● 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">● 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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New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

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| Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | | Standards in Action: <i>Climate Change</i> | | 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 |

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| | | 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. | |