

Marking Period		Unit Title	Recommended Instructional Days
2		Marking Period 2	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 2 Description: Organizing and developing ideas Standard #: Anchor Standard 5 Description: Developing and refining techniques and models or steps needed to create products. Standard #: Anchor Standard 8 Description: Interpreting intent and meaning.		
Artistic Practice:	Performance Expectation/s:		
Creating Explore, Investigate, Reflect, Refine, Continue Performing Select, Analyze, Share Responding	HS Accomplished 1.5.12acc.Cr2 a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	Activity Description: Unit Title: Artistic Responses to Climate Change Unit Overview: In this unit, students will explore the theme of climate change through painting and drawing. They will demonstrate the acquisition of skills and knowledge in their chosen art form	

Perceive, Analyze, Interpret	b. Demonstrate awareness of ethical implications of making and distributing creative work. c. Redesign an object, system, place, or design in response to contemporary issues. HS Accomplished 1.5.12acc.Pr5 c. Redesign an object, system, place, or design in response to contemporary issues. HS Accomplished 1.5.12acc.Re8 a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	through experimentation, practice, and persistence. Additionally, students will develop an awareness of the ethical implications of creating and distributing their creative work. They will engage in redesigning objects, systems, places, or designs in response to contemporary issues, specifically focusing on climate change. Students will also identify types of contextual information useful in constructing interpretations of artworks related to climate change. Through hands-on activities, research, and discussions, students will deepen their understanding of climate change and its impact on the world while developing their artistic abilities. Week 1-2: Understanding Climate Change ● Introduction to the concept of climate change and its impact on the environment ● Discussion on ethical considerations in creating artwork related to climate change ● Exploration of different artistic techniques and approaches for addressing climate change themes ● Assignment: Research and select a specific aspect of climate change to focus on in artwork Week 3-4: Experimentation and Practice ● Hands-on workshops to experiment with painting and drawing techniques ● Practice sessions to develop skills in representing climate change-related imagery ● Exploration of ethical considerations in the creation and distribution of artwork
Enduring Understanding/s:	Essential Question/s:	
1. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance	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	

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. 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. 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? 2. What methods and processes are considered when	• Peer critique sessions to provide feedback and support for skill development Week 5-6: Redesigning in Response to Climate Change • Discussion on the role of artists in addressing contemporary issues like climate change • Exploration of redesigning objects, systems, places, or designs to mitigate the impact of climate change • Development of artistic concepts and plans for redesigning in response to climate change • Hands-on work sessions to execute redesign projects using painting and drawing techniques Week 7: Contextual Information and Interpretations • Identification of contextual information useful in interpreting artwork related to climate change • Analysis of artworks addressing climate change themes, considering their cultural, historical, and environmental contexts • Reflection on personal interpretations of climate change-related artworks and their significance • Peer discussion and feedback on the effectiveness of conveying messages about climate change through art Week 8: Presentation and Reflection • Presentation of artwork addressing climate change themes to the class or school community
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	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? 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?	• Reflection on personal growth and learning throughout the unit • Evaluation of the effectiveness of artwork in raising awareness and inspiring action on climate change • Review and discussion of the role of art in advocating for environmental sustainability and social change Assessment: • Participation in class discussions and activities • Completion of assignments and projects • Development and execution of artwork addressing climate change themes • Analysis of contextual information and interpretations of climate change-related artworks • Reflection on ethical considerations in creating and distributing artwork related to climate change Resources: • Painting and drawing materials and equipment • Books, articles, and online resources on climate change and art • Examples of artworks addressing climate change themes for analysis and inspiration Interdisciplinary Connections: 1. Science:
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
SEL/Create - (1) Generate and conceptualize artistic ideas and work.	SEL/Create CONSOLIDATED EU (1) 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. - (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 (1) How do artists generate creative ideas? SEL/Create CONSOLIDATED EU (2) Artists organize and develop creative ideas by balancing what is known with what is new. CONSOLIDATED EQ (2) How do artists make creative decisions? SEL/Create CONSOLIDATED EU (3) Refinement of artistic work is an iterative process that takes time, discipline, and collaboration CONSOLIDATED EQ (3) How do artists use a critique process and reflection to refine a work and decide it's ready to be shared? SEL/Perform CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning	• 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.
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personal experiences to make art. - (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	through their understanding of context and expressive intent. 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)	
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	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. CONSOLIDATED EQ (7) How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?	
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	SEL/Respond CONSOLIDATED EU (8) 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	
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	the creative process that supports the work?		
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>	
<u>Formative Assessments:</u> ● Peer and self feedback in critical response format		<u>Benchmarks:</u> ● Rubric evaluations ● Tests/Quizzes <u>Summative Assessments:</u> ● Performances/Presentations ● In-studio showings	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented 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/default/files/2020-06/NJ_dance_at_a_glance.pdf	● 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.	● 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.

ance.pdf Siperstein, S., Hall, S., LeMenager, S. (2017) <i>Teaching Climate Change in the Humanities</i>. Routledge. Stokstad, M., & Cothren, M. W. (2018). <i>Art history</i> (6th ed.). Pearson. Smith, J. (2020). The Importance of Diversity and Inclusion in Art Education. <i>Art Education Journal</i>, 45(2), 112-125. 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

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
 Visual and Performing Arts: Painting and Drawing
 Grade: 10-12

Dev. Date:
 2020-2021

● 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 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	● 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.
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	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>	X	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 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.	