

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	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.	
Artistic Practice:	Performance Expectation/s:	
Performing Select, Analyze, Share Responding Perceive, Analyze, Interpret	HS Accomplished 1.5.12acc.Pr4 a. Analyze, select, and critique personal artwork for a collection or portfolio presentation. HS Accomplished 1.5.12acc.Re9	Activity Description: Unit Title: Artistic Perspectives: Exploring Context and Critique Duration: 8 weeks <ul style="list-style-type: none"> ● Unit Overview:

<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>In this unit, students will delve into the process of analyzing, critiquing, and contextualizing their artwork within broader societal, cultural, and historical contexts. They will learn to select and critique their personal artwork for inclusion in a collection or portfolio presentation. Additionally, students will determine the relevance of criteria used by others to evaluate artwork and explore how art is used in various societal, cultural, and historical contexts. They will also examine connections between the uses of art and contemporary/local contexts as well as global issues, including climate change. Through hands-on activities, discussions, and research, students will deepen their understanding of their own artistic practice while gaining insight into the broader significance of art in society.</p> <p>Week 1-2: Introduction to Portfolio Presentation</p> <ul style="list-style-type: none"> ● Introduction to the importance of portfolio presentation in the art world ● Discussion on selecting and critiquing personal artwork for inclusion in a portfolio ● Hands-on workshops to refine painting and drawing techniques ● Assignment: Select and analyze personal artwork for inclusion in a portfolio, considering criteria for evaluation <p>Week 3-4: Exploring Criteria for Evaluation</p> <ul style="list-style-type: none"> ● Research and discussion on different criteria used to evaluate artwork
<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>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"> • Analysis of artworks from various perspectives, considering different criteria for evaluation • Reflection on the relevance of criteria used by others to evaluate artwork • Peer critique sessions to provide feedback on selected artwork for portfolio presentation <p>Week 5-6: Understanding Societal and Cultural Contexts</p> <ul style="list-style-type: none"> • Exploration of art in different societal and cultural contexts throughout history • Analysis of how societal and cultural factors influence artistic production and interpretation • Discussion on the role of art in reflecting and shaping societal values and norms • Application of knowledge to make connections between personal artwork and contemporary/local contexts <p>Week 7: Exploring Global Issues</p> <ul style="list-style-type: none"> • Examination of how art has been used to address global issues, including climate change • Analysis of artworks that engage with climate change themes and issues • Discussion on the role of art in raising awareness and promoting action on global challenges • Reflection on personal connections between artwork and global issues
<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: Portfolio Presentation and Reflection</p> <ul style="list-style-type: none"> ● Presentation of portfolio to the class or school community, explaining selection criteria and contextual relevance ● Peer review and feedback sessions to evaluate portfolio presentations ● Reflection on personal growth and learning throughout the unit ● Discussion on the broader significance of art in society and its potential to address contemporary challenges <p>Assessment:</p> <ul style="list-style-type: none"> ● Participation in class discussions and activities ● Completion of assignments and projects ● Selection and critique of personal artwork for portfolio presentation ● Analysis of criteria used by others to evaluate artwork and relevance to personal practice ● Comparison of uses of art in various societal, cultural, historical, and global contexts <p>Resources:</p> <ul style="list-style-type: none"> ● Painting and drawing materials and equipment ● Books, articles, and online resources on art critique, portfolio presentation, and contextual analysis
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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>	<ul style="list-style-type: none">• Examples of portfolios and artwork for analysis and inspiration <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 analyze artworks from different time periods and geographical regions, considering the impact of historical events and movements on artistic styles and themes.
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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	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/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

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

Dev. Date:
 2020-2021

<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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	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.