

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 Proficient 1.5.12prof.Pr4 a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation. HS Proficient 1.5.12prof.Re9	Activity Description: Unit Title: Perspectives in Photography-Analyzing Art and Context Unit Overview: In this unit, students will explore various perspectives in photography, analyzing, selecting, and curating photographs for

<p>Connecting Synthesize, Relate</p>	<p>a. Establish relevant criteria in order to evaluate a work of art or collection of works..</p> <p>HS Proficient 1.5.12prof.Cn11</p> <p>a. Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p> <p>b. Describe how knowledge of global issues, including climate change may influence personal responses to art.</p>	<p>presentation and preservation. They will establish relevant criteria for evaluating photography, considering cultural, historical, and global contexts. Additionally, students will examine how knowledge of culture, traditions, history, and global issues, such as climate change, influence personal responses to art. Through discussions, hands-on activities, and projects, students will deepen their understanding of photography as both an art form and a reflection of societal contexts.</p> <p>Week 1-2: Introduction to Photography Analysis</p> <ul style="list-style-type: none"> ● Introduction to the importance of analyzing, selecting, and curating photographs ● Discussion on the role of context in shaping interpretations of photography ● Exploration of various criteria for evaluating photography ● Assignment: Select and analyze photographs based on personal preferences and criteria
<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, and select them for presentation?</p>	<p>Week 3-4: Establishing Evaluation Criteria</p> <ul style="list-style-type: none"> ● Research and discussion on relevant criteria for evaluating photography ● Development of criteria for assessing artistic quality, thematic relevance, and cultural significance ● Application of criteria to analyze and evaluate selected photographs

<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>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"> Peer review sessions to provide feedback and refine evaluation criteria <p>Week 5-6: Cultural and Historical Influences</p> <ul style="list-style-type: none"> Exploration of how culture, traditions, and history influence personal responses to photography Analysis of photographs from different cultural and historical contexts Discussion on the impact of global issues, such as climate change, on photography Hands-on workshops to develop photography skills with cultural and global themes <p>Week 7: Examining Context and Interpretation</p> <ul style="list-style-type: none"> Analysis of how knowledge of culture, traditions, and history influences interpretations of photography Discussion on personal responses to photographs and how they are shaped by cultural and global awareness Reflection on personal biases and assumptions in interpreting photography Peer discussion and feedback on personal responses to selected photographs <p>Week 8: Presentation and Reflection</p> <ul style="list-style-type: none"> Presentation of curated photographs and evaluation criteria to the class or school community
<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. (3) Refine and complete artistic ideas and work. 	<p>SEL/Perform</p> <p>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</p>	

<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/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 	<p>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 and how a work is presented influences the audience response.</p>	<ul style="list-style-type: none"> ● Reflection on personal growth and learning throughout the unit ● Evaluation of the impact of cultural, historical, and global contexts on personal responses to photography ● Review and discussion of the importance of context in understanding and appreciating photography <p>Assessment:</p> <ul style="list-style-type: none"> ● Participation in class discussions and activities ● Completion of assignments and projects ● Development and application of evaluation criteria for selecting and curating photographs ● Understanding of cultural, historical, and global influences on personal responses to art ● Reflection on personal responses and biases in interpreting photography <p>Resources:</p> <ul style="list-style-type: none"> ● Photography materials and equipment ● Books, articles, and online resources on photography analysis and interpretation ● Examples of photographs representing diverse cultural, historical, and global contexts <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>historical context to deepen understanding.</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 achieved through analysis, expressive intent, context and personal experiences.</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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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 the creative process that supports the work?

SEL/Connect
CONSOLIDATED EU (10)
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>	
<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 	
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
<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>	<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 	<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>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>	<p>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.</p>		
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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 <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 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and

<p>accommodate for multiple learning styles.</p> <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. 	<p>approach as needed during instruction to better engage all learners.</p> <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. 	<p>Assignments and rubrics may need to be modified.</p> <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. 	<p>create an enhanced set of introductory activities accordingly.</p> <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)

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.	