

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 Advanced 1.5.12adv.Pr4 a. Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p>	<p>Activity Description:</p> <p>Unit Title: Visual Narratives: Exploring Artistic Influence and Impact</p> <p>Unit Overview:</p>	

<p>Connecting Synthesize, Relate</p>	<p>HS Advanced 1.5.12adv.Re9 a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p>HS Advanced 1.5.12adv.Cn11 a. Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p> <p>b. Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>	<p>In this Photo III unit, students will explore the influence and impact of artists or groups of artists on society through the lens of photography. They will critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting photographic artworks for a specific exhibit or event. Additionally, students will construct evaluations of photographic works based on differing sets of criteria, considering the societal beliefs, values, and behaviors influenced by the artists. They will assess how artists or groups of artists have shaped societal perspectives through their visual narratives.</p> <p>Week 1-2: Introduction to Artistic Influence</p> <ul style="list-style-type: none"> ● Exploration of artists or groups of artists who have made significant impacts on society through their photographic works ● Analysis of how photography can be used as a tool for social commentary and cultural critique ● Discussion on the role of photographers in shaping societal beliefs, values, and behaviors ● Assignment: Research and select an artist or group of artists to study throughout the unit <p>Week 3-4: Critique and Justification</p> <ul style="list-style-type: none"> ● Critique and analysis of selected photographic works by the chosen artist or group of artists ● Justification of artistic choices and presentation methods in relation to the artist's intended message or impact
<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"> • Exploration of curatorial practices and strategies for presenting a collection of photographic works • Peer critique sessions to provide feedback on the selection and curation of photographic works <p>Week 5-6: Constructing Evaluations</p> <ul style="list-style-type: none"> • Construction of evaluations of the selected photographic works based on differing sets of criteria • Examination of how societal beliefs, values, and behaviors are reflected and influenced by the artist's visual narratives • Discussion on the ethical considerations of presenting and interpreting photographic works in a societal context • Guest speakers or artists discussing their experiences with using photography for social change and advocacy <p>Week 7: Assessing Impact</p> <ul style="list-style-type: none"> • Assessment of the impact of the chosen artist or group of artists on the beliefs, values, and behaviors of society • Analysis of how photographic works have contributed to cultural shifts and movements • Discussion on the ongoing relevance and significance of the artist's contributions to societal discourse • Reflection on personal perspectives and insights gained from studying the artist's work <p>Week 8: Exhibition Presentation</p>
<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>	<ul style="list-style-type: none"> ● Preparation and presentation of a curated collection of photographic works by the chosen artist or group of artists ● Justification and defense of curatorial choices and presentation methods ● Evaluation of the effectiveness of the exhibition in communicating the artist's impact on society ● Reflection on personal growth and learning throughout the unit <p>Assessment:</p> <ul style="list-style-type: none"> ● Critique, justification, and presentation of choices in curating and presenting photographic artworks for an exhibition or event ● Construction of evaluations of photographic works based on differing sets of criteria ● Assessment of the impact of an artist or group of artists on societal beliefs, values, and behaviors ● Preparation and presentation of a curated collection of photographic works by the chosen artist or group of artists <p>Resources:</p> <ul style="list-style-type: none"> ● Photography equipment and materials ● Examples of photographic works by influential artists or groups ● Resources on curatorial practices and exhibition design
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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>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

<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: Photo III
 Grade: 11-12

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.