

Marking Period	Unit Title	Recommended Instructional Days
1st	Drawing	Approximately 12 Days (Integrated Throughout the Year)
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Drawing Drawing enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction in art. Drawing has creative, expressive and educational value as it remains fundamental to translating and analyzing the world. Students enjoy practicing their artistic skills and desire to excel in their artwork.	Creating <ul style="list-style-type: none"> ● 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice. ● 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions ● 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent ● 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions. ● 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent. 	

	<ul style="list-style-type: none">● 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.● 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying points of view and perspective.● 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.● 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.● 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.● 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.● 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including	
--	---	--

	<p>environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</p> <ul style="list-style-type: none">● 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.● 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement <p>Presenting</p> <ul style="list-style-type: none">● 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theater).● 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks● 1.2.8.Pr5b: Develop and demonstrate creativity and	
--	--	--

	<p>adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.</p> <ul style="list-style-type: none">● 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.● 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.● 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.● 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.● 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.● 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.	
--	---	--

	<p>Responding</p> <ul style="list-style-type: none">● 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.● 1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change,● 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.● 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.● 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.● 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how	
--	--	--

	<p>they influence ideas and emotions</p> <ul style="list-style-type: none">● 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.● 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork. <p>Connecting</p> <ul style="list-style-type: none">● 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.● 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.● 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media	
--	---	--

	<p>artworks (e.g., cultural and societal knowledge, research, exemplary works)</p> <ul style="list-style-type: none"> • 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy). • 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. • 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. • 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change 	
<p>Artistic Practice:</p>	<p>Performance Expectation/s:</p>	
<p>Creative</p>	<ul style="list-style-type: none"> • Students will be able to understand the elements and principles of art and design, as they are applied to the 2D media. • Students will be able to demonstrate definition of line, value, form, size, shape, and color; as they refer to 	<p>Activity Description:</p> <ul style="list-style-type: none"> • Review making shapes into forms • Review perspective drawing using general rules of creating space in a work of art. • Create 2 and 3 dimensional shapes.

Presenting	<ul style="list-style-type: none">composition.• Students will be able to demonstrate the proper proportion of the human face and body.• Students will be able to draw and shade realistic facial features.• Students will be able recall proper perspective terminology.• Students will be able to participate in critiquing.• Students will be able to use rubrics to self evaluate artwork.engage in class• Students will be able to participate in selecting and presenting work for art shows.	<ul style="list-style-type: none">• Demonstrate an object's height, length, and width.• Observational, Gesture, Blind Contour line drawings. Explore different types of drawing techniques and identify how lines can be used in a variety of ways to create different movement and texture.• Draw and shade realistic subject matter including facial features and bodies using a variety of drawing mediums. Subtractive self portraits.• Create a subtractive self portrait.
Responding	<ul style="list-style-type: none">• Students will be able to identify different drawing techniques, contour, and gesture.• Students will be able to create an original artwork that encompasses various art elements to express a creative idea.	
Connecting	<ul style="list-style-type: none">• Students will be able to Describe formal structures and	

	<p>art making techniques used in the creation of two and three dimensional artwork from different cultures and historical eras and incorporate some of these stylistic nuances to the creation of original two and three-dimensional art work.</p> <ul style="list-style-type: none"> • Students will be able to engage in a meaningful identity process by using art to convey their personal identity. • Students will be able to understand art has personality and mood. 	
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. 	<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? 	

<ul style="list-style-type: none">• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance 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.	<ul style="list-style-type: none">• How do artists determine what resources and criteria are needed to formulate artistic investigations?• How do artists work?• How do artists and designers determine whether a particular direction in their work is effective?• How do artists and designers 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?	
--	--	--

<ul style="list-style-type: none">• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.• 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.	<ul style="list-style-type: none">• 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?• 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?• What methods and processes are considered when preparing artwork for presentation or preservation?• How does refining artwork affect its meaning to the viewer?• What criteria are considered when selecting work for	
--	---	--

<ul style="list-style-type: none"> • Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. • People gain insights into meanings of artworks by 	<p>presentation, a portfolio, or a collection?</p> <ul style="list-style-type: none"> • 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? • How do life experiences influence the way you relate to art? • How does learning about art impact how we perceive the world? • What can we learn from our responses to art? • What is visual art? • Where and how do we encounter visual arts in our world? • How do visual arts influence our views of the world? • What is the value of engaging in the process of art criticism? 	
--	--	--

<p>engaging in the process of art criticism.</p> <ul style="list-style-type: none">• People evaluate art based on various criteria.• Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.• People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	<ul style="list-style-type: none">• 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?• 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?• 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?• 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?	
--	---	--

Social and Emotional Learning: <i>Competencies</i> (https://selarts.org/) 	Social and Emotional Learning: <i>Sub-Competencies</i> (https://selarts.org/) 	
<p>Social Awareness:</p> <ul style="list-style-type: none"> ● 09.MS.Demonstrate an understanding of cultural differences. ● 10.MS.Demonstrate respect when others share opposing viewpoints in a situation. ● 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately. <p>Relationship Skills</p> <ul style="list-style-type: none"> ● 14.MS.Understand the benefits of setting limits for themselves and others (boundaries). <p>Responsible Decision-Making:</p> <ul style="list-style-type: none"> ● 16.MS.Utilize self-advocacy strategies. ● 17.MS.Identify and apply the steps of systematic decision-making. ● 18.MS.With encouragement from adults, can utilize a decision-making model to 	<p>Self Awareness:</p> <ul style="list-style-type: none"> ● 01.MS.Continue to effectively identify one’s own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions. ● 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop). <p>Self Management:</p> <ul style="list-style-type: none"> ● 05.MS.Demonstrate the capacity to maintain concentration on a task. ● 06.MS.Identify and set a short-term goal and make a plan for achieving it. ● 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals. 	

provide rationale for a decision.			
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Student portfolio ● Rubric based projects ● Verbal Discussions ● Teacher observations ● Written short answer assessments ● Repeat verbal directions back ● Sketchbook notes / drawings ● Rough draft drawings ● Homework ● Presentations ● Verbal and written Critiques 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Rough drafts for each project ● Rubric based final project for each unit ● Student self-assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Rubric based final projects ● Observation of student application of skills ● Completion of individual assignments and projects ● Participation in activities 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> ● NJSLs 2020 Visual and Performing Arts ● Smart Board (Digital images) ● Books ● Magazines 	<ul style="list-style-type: none"> ● Utilize modifications and accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples and relate all new movements to previously 	<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Teacher/Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Use posters with directions written in pictures in all languages 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons

	<ul style="list-style-type: none"> learned moves or to typical life skills at home • Modify movement requirements to reduce activity time • Solidify and refine concepts through repetition 	<ul style="list-style-type: none"> • Incorporate visuals: graphic organizers, gestures, props 	
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks • Visuals/posters • Internet sites • Louvre Museum: www.louvre.fr • The Metropolitan Museum of Art: www.metmuseum.org • Youtube 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Use visual demonstrations, illustrations and models • Give direction/instructions verbally and in simple written format. • Increase one-on-one time • Peer Support 	<ul style="list-style-type: none"> • Follow individual IEP/504 plans for specific modifications. • Instructions may be printed out in large print and hung up for students to see during the time of lesson. • Peer Support • One-on-one time • Extended time 	<ul style="list-style-type: none"> • Flexible grouping • Google Translate when needed • Provide extra time • Vocabulary Translation Cards • Google translate 	<ul style="list-style-type: none"> • Interest based content • Real world scenarios • Student driven instruction • Individual presentation • In-depth research assignments. • Lead demonstrators for groups.

<ul style="list-style-type: none"> Teacher may modify instructions/assignment Oral prompts can be given. 	<ul style="list-style-type: none"> Teacher may modify instructions/assignment Preview lesson content Highlight text 		
--	--	--	--

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> Brainstorming can create new, innovative ideas. Critical Thinking and Problem-solving
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives 9.4.2.CI.2: Demonstrate originality and inventiveness in work 9.4.5.CI.3: Participate in a brainstorming session with diverse perspectives to expand one's thinking about a topic of curiosity 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee Attend to financial well-being Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity increase collaboration and communicate effectively Work productively in teams while using cultural/global competence 	

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>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>
---	---	---	--	---

Marking Period	Unit Title	Recommended Instructional Days
2nd	Painting / Color Theory	Approximately 12 Days (Integrated Throughout the Year)
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Painting Painting gives students the opportunity to convey ideas, express emotion, use their senses, explore color in their artwork.	Creating <ul style="list-style-type: none"> 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice. 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent 	

	<ul style="list-style-type: none">● 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.● 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.● 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.● 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying points of view and perspective.● 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.● 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.● 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.	
--	---	--

	<ul style="list-style-type: none">● 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.● 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.● 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.● 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement <p>Presenting</p> <ul style="list-style-type: none">● 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theater).● 1.2.8.Pr5a: Develop and demonstrate a variety of	
--	---	--

	<p>artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks</p> <ul style="list-style-type: none">● 1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.● 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.● 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.● 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.● 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.● 1.5.8.Pr5a: Individually or collaboratively prepare and	
--	---	--

	<p>present theme-based artwork for display and formulate exhibition narratives.</p> <ul style="list-style-type: none">● 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences. <p>Responding</p> <ul style="list-style-type: none">● 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.● 1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change,● 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.● 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.● 1.5.8.Re7a: Explain how a person's aesthetic choices are	
--	---	--

	<p>influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.</p> <ul style="list-style-type: none">● 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions● 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.● 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork. <p>Connecting</p> <ul style="list-style-type: none">● 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.● 1.2.8.Cn10b: Explain and demonstrate how media	
--	--	--

	<p>artworks expand meaning and knowledge and create cultural experiences, such as local and global events.</p> <ul style="list-style-type: none">● 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works)● 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).● 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.● 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.● 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change	
Artistic Practice:	Performance Expectation/s:	

<p>Creative</p>	<ul style="list-style-type: none"> • Students will be able to create a 2D painting of various themes. • Students will be able to use proper brushwork and color to create 2D painting. • Students will be able to create 2D art to demonstrate an understanding of elements and principles of art. • Students will be able to compare applications of principles of art in classmates' work. 	<p><u>Activity Description:</u></p> <ul style="list-style-type: none"> • Demonstrate proper brushwork techniques (e.g., color mixing and Watercolor techniques painting techniques, wet on wet, dry brush. • Create analogous color paintings which demonstrates a high level of understanding of the color wheel. • Create a value scale painting which demonstrates a high level of understanding of the color wheel. • Create a WaterColor Sugar Skull with two watercolor paintings that utilize effective line, color, space and shape to communicate two opposite feelings visually.
<p>Presenting</p>	<ul style="list-style-type: none"> • Students will be able to discuss how artwork is used to convey emotions, mood, and stories in history. • Students will be able to describe subject matter chosen by artist for a particular artwork (e.g., to celebrate) • Students will be able to identify , select, and define elements and principle design. 	<ul style="list-style-type: none"> • Create a collaborative or individual painting that touches on advanced color theory and brushstroke using a variety of sources. • Create an Impressionist Landscape by using color and shading techniques to give the illusion of depth and form in the work.
<p>Responding</p>	<ul style="list-style-type: none"> • Students will be able to discuss the life of famous historical artists and their connection to past culture. • Students will be able to demonstrate a variety of brush 	

<p>Connecting</p>	<p>styles and appropriate types for use in watercolor.</p> <ul style="list-style-type: none"> • Students will be able to Demonstrate concepts of color theory including primary, secondary, and warm and cool color schemes. • Students will be able to demonstrate watercolor techniques including wet on wet. • Students will be able to demonstrate a variety of painting application methods including color mixing, and blending techniques. • Students will be able to express how personal and social values influenced their work. • Students will be able to evaluate their own work and those of others based on application and technical proficiency. 	
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<ul style="list-style-type: none"> • Artists use creative and innovative thinking to design to achieve individualized art making goals. 	<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? 	

<ul style="list-style-type: none">• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.• Artists achieve their goals by practicing, reflecting, revising, and receiving constructive criticism of their work.• Artists and other presenters consider various techniques, methods, venues, and criteria when presenting artworks.	<ul style="list-style-type: none">• How does collaboration expand the creative process?• How do artists work? How do artists and designers determine whether a particular direction in their work is effective?• How do artists and designers learn from trial and error?• How do artists and designers care for and maintain materials, tools, and equipment.• Why is it important to understand and follow correct procedures in handling materials, tools and equipment?• Why is it important for an artist to be persistent in revising and receiving constructive criticism of their work?• How do artists grow?• What criteria are considered when selecting work for presentation, a portfolio, or a collection?	
--	--	--

<ul style="list-style-type: none"> • Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. • Visual arts influences understanding of and responses to the world. • Artmaking exposes people to different cultures and history. 	<ul style="list-style-type: none"> • What is an art museum? • Does presenting or displaying historical art have an influence on artists? • Does having objects or artifacts in a museum or in other prestations provide appreciation and understanding? • How do life experiences influence the way you relate to art? • What is visual art? • How do visual arts influence our views of the world? • How does art help us understand different cultures, places, and history? • What impact does art history have? 	
<p>Social and Emotional Learning: <i>Competencies</i> (https://selarts.org/)</p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i> (https://selarts.org/)</p>	
<p>Social Awareness:</p> <ul style="list-style-type: none"> • 09.MS.Demonstrate an understanding of cultural differences. 	<p>Self Awareness:</p> <ul style="list-style-type: none"> • 01.MS.Continue to effectively identify one’s own emotions, with increasing vocabulary along with increasing 	

<ul style="list-style-type: none"> 10.MS.Demonstrate respect when others share opposing viewpoints in a situation. 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately. <p>Relationship Skills</p> <ul style="list-style-type: none"> 14.MS.Understand the benefits of setting limits for themselves and others (boundaries). <p>Responsible Decision-Making:</p> <ul style="list-style-type: none"> 16.MS.Utilize self-advocacy strategies. 17.MS.Identify and apply the steps of systematic decision-making. 18.MS.With encouragement from adults, can utilize a decision-making model to provide rationale for a decision. 	<p>awareness of situations and sensations associated with emotions.</p> <ul style="list-style-type: none"> 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop). <p>Self Management:</p> <ul style="list-style-type: none"> 05.MS.Demonstrate the capacity to maintain concentration on a task. 06.MS.Identify and set a short-term goal and make a plan for achieving it. 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals. 	
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p align="center">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"> Student portfolio 	<p>Benchmarks:</p> <ul style="list-style-type: none"> Rough drafts for each project 	

<ul style="list-style-type: none"> ● Rubric based projects ● Verbal Discussions ● Teacher observations ● Written short answer assessments ● Repeat verbal directions back ● Sketchbook notes / drawings ● Draft drawings ● Presentations ● Verbal and written Critiques 	<ul style="list-style-type: none"> ● Rubric based final project for each unit ● Student self-assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubric based final projects ● Observation of student application of skills ● Completion of individual assignments and projects ● Participation in activities 		
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> ● NJSLs 2020 Visual and Performing Arts ● Smart Board (Digital images) ● Books ● Magazines ● Color Wheel ● Primary, Secondary & Intermediate Colors ● Warm & Cool Colors 	<ul style="list-style-type: none"> ● Utilize modifications and accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home ● Modify movement requirements to reduce activity time ● Solidify and refine concepts through repetition 	<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Teacher/Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Use posters with directions written in pictures in all languages ● Incorporate visuals: graphic organizers, gestures, props 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons
<p>Supplemental Resources</p>			

Technology: <ul style="list-style-type: none"> • Chromebooks • Visuals/posters • Internet sites • Louvre Museum: www.louvre.fr • The Metropolitan Museum of Art: www.metmuseum.org • Youtube 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Use visual demonstrations, illustrations and models • Give direction/instructions verbally and in simple written format. • Increase one-on-one time • Peer Support • Teacher may modify instructions/assignment • Oral prompts can be given. 	<ul style="list-style-type: none"> • Instructions may be printed out in large print and hung up for students to see during the time of lesson. • Peer Support • One-on-one time • Extended time • Teacher may modify instructions/assignment • Preview lesson content • Highlight text 	<ul style="list-style-type: none"> • Flexible grouping • Google Translate when needed • Provide extra time • Vocabulary Translation Cards • Google translate 	<ul style="list-style-type: none"> • Interest based content • Real world scenarios • Student driven instruction • Individual presentation • In-depth research assignments. • Lead demonstrators for groups.
	Disciplinary Concept:		
	Core Ideas:	<ul style="list-style-type: none"> • Brainstorming can create new, innovative ideas. 	

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS		<ul style="list-style-type: none"> • Critical Thinking and Problem-solving
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives • 9.4.2.CI.2: Demonstrate originality and inventiveness in work 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems
	Career Readiness, Life Literacies, & Key Skills Practices	
<ul style="list-style-type: none"> • Act as a responsible and contributing community members and employee • Attend to financial well-being • Consider the environmental, social and economic impacts of decisions • Demonstrate creativity and innovation • Utilize critical thinking to make sense of problems and persevere in solving them • Model integrity, ethical leadership and effective management • Plan education and career paths aligned to personal goals • Use technology to enhance productivity increase collaboration and communicate effectively • Work productively in teams while using cultural/global competence 		

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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
--	---	--	---	--	---	--	--	--	---

Marking Period	Unit Title	Recommended Instructional Days
3rd	Mixed Media/ Collage/ Fabrics / Texture	Approximately 12 Days (Integrated Throughout the Year)
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Mixed Media/ Collage/ Fabrics / Texture Students are introduced to mixed media techniques, collage and fibers. Students will be utilize this introduction to reinterpret and expand upon the skills they learned using traditional media	Creating <ul style="list-style-type: none"> ● 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice. ● 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions ● 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent ● 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions. ● 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent. 	

	<ul style="list-style-type: none">● 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.● 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying points of view and perspective.● 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.● 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.● 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.● 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.● 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including	
--	---	--

	<p>environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</p> <ul style="list-style-type: none">● 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.● 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement <p>Presenting</p> <ul style="list-style-type: none">● 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theater).● 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks● 1.2.8.Pr5b: Develop and demonstrate creativity and	
--	--	--

	<p>adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.</p> <ul style="list-style-type: none">● 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.● 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.● 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.● 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.● 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.● 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.	
--	---	--

	<p>Responding</p> <ul style="list-style-type: none">● 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.● 1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change,● 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.● 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.● 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.● 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how	
--	--	--

	<p>they influence ideas and emotions</p> <ul style="list-style-type: none">● 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.● 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork. <p>Connecting</p> <ul style="list-style-type: none">● 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.● 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.● 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media	
--	---	--

	<p>artworks (e.g., cultural and societal knowledge, research, exemplary works)</p> <ul style="list-style-type: none"> ● 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy). ● 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. ● 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. ● 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change 	
Artistic Practice:	Performance Expectation/s:	
Creative	<ul style="list-style-type: none"> ● Students will be able to create a variety of prints using printmaking techniques such as linocuts and foil prints. ● Students will be able to identify and reproduce various types of real and implied 	<p><u>Activity Description:</u></p> <ul style="list-style-type: none"> ● Create a Mixed Media Magazine collage. Students will create original works of art based on environments familiar to students (home, school, cityscapes, beaches, parks etc.) ● Students will learn printmaking and how to create linocuts using multiple techniques.

Presenting	<ul style="list-style-type: none">• textural surfaces,<ul style="list-style-type: none">• Students will be able to recognize a variety of collage techniques utilizing various types of media on canvas.• Students will be able to begin brainstorming how to assemble themed collages.• Students will be able to demonstrate an understanding of design principles.• Students will be able to discuss how artists utilize subject matter, symbols and themes to communicate meaning and purpose in art.• Students will be able to prepare and refine artwork for display.• Students will be able to interpret, reflect, and evaluate their own art.	<ul style="list-style-type: none">• Students will create multi tonal prints.
Responding	<ul style="list-style-type: none">• Students will be able to provide observational and emotional responses to diverse historical masterworks of art.• Students will be able to describe various physical properties in their own art.• Students will be able to differentiate between modern and postmodern three	

<p>Connecting</p>	<p>dimensional designs.</p> <ul style="list-style-type: none"> • Students will be able to utilize a variety of stylistic elements to create art. • Students will be able to differentiate how textural effects enhance the social and historical meaning in artwork. • Students will be able to evaluate their own work and those of others based on application and technical proficiency. 	
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<ul style="list-style-type: none"> • Artists use creative and innovative thinking to design to achieve individualized art making goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. 	<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How do artists work? How do artists and designers determine whether a particular direction in their work is effective? 	

<ul style="list-style-type: none">• Artists achieve their goals by practicing, reflecting, revising, and receiving constructive criticism of their work.• Artists and other presenters consider various techniques, methods, venues, and criteria when presenting artworks.• Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating	<ul style="list-style-type: none">• How do artists and designers learn from trial and error?• How do artists and designers care for and maintain materials, tools, and equipment.• Why is it important to understand and follow correct procedures in handling materials, tools and equipment?• Why is it important for an artist to be persistent in revising and receiving constructive criticism of their work?• How do artists grow?• What criteria are considered when selecting work for presentation, a portfolio, or a collection?• What is an art museum?• Does presenting or displaying historical art have an influence on artists?• Does having objects or artifacts in a museum or in other prestations provide	
--	--	--

<p>of appreciation and understanding.</p> <ul style="list-style-type: none"> • Visual arts influences understanding of and responses to the world. • Artmaking exposes people to different cultures and history. 	<p>appreciation and understanding?</p> <ul style="list-style-type: none"> • How do life experiences influence the way you relate to art? • What is visual art? • How do visual arts influence our views of the world? • How does art help us understand different cultures, places, and history? • What impact does art history have? 	
<p>Social and Emotional Learning: <i>Competencies</i> (https://selarts.org/)</p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i> (https://selarts.org/)</p>	
<p>Social Awareness:</p> <ul style="list-style-type: none"> • 09.MS.Demonstrate an understanding of cultural differences. • 10.MS.Demonstrate respect when others share opposing viewpoints in a situation. • 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately. 	<p>Self Awareness:</p> <ul style="list-style-type: none"> • 01.MS.Continue to effectively identify one’s own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions. • 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop). 	

<p>Relationship Skills</p> <ul style="list-style-type: none"> 14.MS.Understand the benefits of setting limits for themselves and others (boundaries). <p>Responsible Decision-Making:</p> <ul style="list-style-type: none"> 16.MS.Utilize self-advocacy strategies. 17.MS.Identify and apply the steps of systematic decision-making. 18.MS.With encouragement from adults, can utilize a decision-making model to provide rationale for a decision. 	<p>Self Management:</p> <ul style="list-style-type: none"> 05.MS.Demonstrate the capacity to maintain concentration on a task. 06.MS.Identify and set a short-term goal and make a plan for achieving it. 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals. 	
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Student portfolio Rubric based projects Verbal Discussions Teacher observations Written short answer assessments Repeat verbal directions back Sketchbook notes / drawings Collages Presentations Verbal and written Critiques 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Rough drafts for each project Rubric based final project for each unit Student self-assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Rubric based final projects Observation of student application of skills Completion of individual assignments and projects Participation in activities 	

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
<ul style="list-style-type: none"> ● NJSLs 2020 Visual and Performing Arts ● Smart Board (Digital images) ● Books ● Magazines ● Color Wheel ● Primary, Secondary & Intermediate Colors ● Warm & Cool Colors 	<ul style="list-style-type: none"> ● Utilize modifications and accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home ● Modify movement requirements to reduce activity time ● Solidify and refine concepts through repetition 	<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Teacher/Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Use posters with directions written in pictures in all languages ● Incorporate visuals: graphic organizers, gestures, props 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Chromebooks ● Visuals/posters ● Internet sites ● Louvre Museum: www.louvre.fr ● The Metropolitan Museum of Art: www.metmuseum.org ● Youtube 			

Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Use visual demonstrations, illustrations and models ● Give direction/instructions verbally and in simple written format. ● Increase one-on-one time ● Peer Support ● Teacher may modify instructions/assignment ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Instructions may be printed out in large print and hung up for students to see during the time of lesson. ● Peer Support ● One-on-one time ● Extended time ● Teacher may modify instructions/assignment ● Preview lesson content ● Highlight text 	<ul style="list-style-type: none"> ● Flexible grouping ● Google Translate when needed ● Provide extra time ● Vocabulary Translation Cards ● Google translate 	<ul style="list-style-type: none"> ● Interest based content ● Real world scenarios ● Student driven instruction
NJSLs CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:		
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> ● Brainstorming can create new, innovative ideas. ● Critical Thinking and Problem-solving 	
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity ● 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process 	

	<ul style="list-style-type: none"> ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems
	Career Readiness, Life Literacies, & Key Skills Practices
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee ● Attend to financial well-being ● Consider the environmental, social and economic impacts of decisions ● Demonstrate creativity and innovation ● Utilize critical thinking to make sense of problems and persevere in solving them ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals ● Use technology to enhance productivity increase collaboration and communicate effectively ● Work productively in teams while using cultural/global competence

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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>

Marking Period	Unit Title	Recommended Instructional Days
4th	Sculpture / Ceramics	Approximately 12 Days (Integrated Throughout the Year)

Artistic Process:	Anchor Standard: General Knowledge & Skills	
<p style="text-align: center;">Sculpture / Ceramics</p> <p>Sculpture and ceramics allow students to manipulate materials into three-dimensional works of art. Students will have a chance to explore forms of art in a way they had not been able to use in traditional media.</p>	<p>Creating</p> <ul style="list-style-type: none"> ● 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice. ● 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions ● 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent ● 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions. ● 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent. ● 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions. ● 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying 	<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit</p>

	<p>points of view and perspective.</p> <ul style="list-style-type: none">● 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.● 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.● 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.● 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.● 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.● 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects,	
--	--	--

	<p>places, systems, images and words to clearly communicate information to a diverse audience.</p> <ul style="list-style-type: none">● 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement <p>Presenting</p> <ul style="list-style-type: none">● 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theater).● 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks● 1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.● 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and	
--	---	--

	<p>experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.</p> <ul style="list-style-type: none">● 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.● 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.● 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.● 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.● 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences. <p>Responding</p> <ul style="list-style-type: none">● 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.	
--	--	--

	<ul style="list-style-type: none">● 1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change,● 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.● 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.● 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.● 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions● 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art	
--	--	--

	<p>making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> <ul style="list-style-type: none">● 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork. <p>Connecting</p> <ul style="list-style-type: none">● 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.● 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.● 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works)● 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural	
--	--	--

	<p>experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).</p> <ul style="list-style-type: none"> • 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. • 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. • 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change 	
<p>Artistic Practice:</p>	<p>Performance Expectation/s:</p>	
<p>Creative</p>	<ul style="list-style-type: none"> • Students will be able to identify the use of elements and principles in evaluating and working with ceramic art forms • Students will be able to Create features of the human / animal bodies out of clay. • Students will be able to make a technical drawing including color scheme as a blueprint for 3D works of art. • Students will be able to create a ceramic vessel from clay using a variety of vessel building techniques. 	<p><u>Activity Description:</u></p> <ul style="list-style-type: none"> • Students will be introduced to architecture and design concepts. Students will then use these concepts to create designs for ceramic tiles. • Students will design and create a slab vessel. • Students will be introduced to historical human figures from various mediums.. • Students will brainstorm, sketch, and create a ceramic clay bust.

Presenting	<ul style="list-style-type: none">• Students will be able to demonstrate proper and safe handling of materials and tools along with appropriate set-up and clean-up.• Students will be able to interpret, relect, and evaluate their own work.• Students will be able to identify and use appropriate art vocabulary to describe known works of art from several genres including realism, abstract/non objective art, and conceptual art.• Students will be able to prepare artwork for display.	
Responding	<ul style="list-style-type: none">• Students will be able to collaborate with each other regarding their artwork.• Students will be able to differentiate between modern and postmodern three dimensional designs.• Students will be able to utilize varied stylistic elements in the creation of art.	
Connecting	<ul style="list-style-type: none">• Students will be able to use appropriate art terminology.	

	<ul style="list-style-type: none"> • Students will be able to evaluate their own work and those of others based on application and technical proficiency. • Students will be able to express their personal identity through art. 	
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<ul style="list-style-type: none"> • Artists use creative and innovative thinking to design to achieve individualized art making goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. 	<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How do artists work? How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment. • Why is it important to understand and follow correct procedures in 	

<ul style="list-style-type: none">• Artists achieve their goals by practicing, reflecting, revising, and receiving constructive criticism of their work.• Artists and other presenters consider various techniques, methods, venues, and criteria when presenting artworks.• Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.• Visual arts influences understanding of and responses to the world.	<p>handling materials, tools and equipment?</p> <ul style="list-style-type: none">• Why is it important for an artist to be persistent in revising and receiving constructive criticism of their work?• How do artists grow?• What criteria are considered when selecting work for presentation, a portfolio, or a collection?• What is an art museum?• Does presenting or displaying historical art have an influence on artists?• Does having objects or artifacts in a museum or in other prestations provide appreciation and understanding?• How do life experiences influence the way you relate to art?• What is visual art?	
---	--	--

<ul style="list-style-type: none"> • Artmaking exposes people to different cultures and history. 	<ul style="list-style-type: none"> • How do visual arts influence our views of the world? • How does art help us understand different cultures, places, and history? • What impact does art history have? 	
<p>Social and Emotional Learning: <i>Competencies</i> (https://selarts.org/)</p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i> (https://selarts.org/)</p>	
<p>Social Awareness:</p> <ul style="list-style-type: none"> • 09.MS.Demonstrate an understanding of cultural differences. • 10.MS.Demonstrate respect when others share opposing viewpoints in a situation. • 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately. <p>Relationship Skills</p> <ul style="list-style-type: none"> • 14.MS.Understand the benefits of setting limits for themselves and others (boundaries). <p>Responsible Decision-Making:</p>	<p>Self Awareness:</p> <ul style="list-style-type: none"> • 01.MS.Continue to effectively identify one's own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions. • 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop). <p>Self Management:</p> <ul style="list-style-type: none"> • 05.MS.Demonstrate the capacity to maintain concentration on a task. • 06.MS.Identify and set a short-term goal and make a plan for achieving it. 	

<ul style="list-style-type: none"> ● 16.MS.Utilize self-advocacy strategies. ● 17.MS.Identify and apply the steps of systematic decision-making. ● 18.MS.With encouragement from adults, can utilize a decision-making model to provide rationale for a decision. 	<ul style="list-style-type: none"> ● 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals. 		
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Student portfolio ● Rubric based projects ● Verbal Discussions ● Teacher observations ● Written short answer assessments ● Repeat verbal directions back ● Sketchbook notes / drawings ● Presentations ● Verbal and written Critiques 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Rough drafts for each project ● Rubric based final project for each unit ● Student self-assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Rubric based final projects ● Observation of student application of skills ● Completion of individual assignments and projects ● Participation in activities 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>

<ul style="list-style-type: none"> ● NJSLs 2020 Visual and Performing Arts ● Smart Board (Digital images) ● Books ● Magazines 	<ul style="list-style-type: none"> ● Utilize modifications and accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home ● Modify movement requirements to reduce activity time ● Solidify and refine concepts through repetition 	<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Teacher/Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Use posters with directions written in pictures in all languages ● Incorporate visuals: graphic organizers, gestures, props 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Chromebooks ● Visuals/posters ● Internet sites ● Louvre Museum: www.louvre.fr ● The Metropolitan Museum of Art: www.metmuseum.org ● www.whitney.org ● www.ceramicsmonthly.org ● www.theclaystudio.org ● Youtube 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Use visual demonstrations, illustrations and models ● Give direction/instructions verbally and in simple written format. ● Increase one-on-one time ● Peer Support ● Teacher may modify instructions/assignment ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Follow individual IEP/504 plans for specific modifications. ● Instructions may be printed out in large print and hung up for students to see during the time of lesson. ● Peer Support ● One-on-one time ● Extended time ● Teacher may modify instructions/assignment ● Preview lesson content ● Highlight text 	<ul style="list-style-type: none"> ● Flexible grouping ● Google Translate when needed ● Provide extra time ● Vocabulary Translation Cards ● Google translate 	<ul style="list-style-type: none"> ● Interest based content ● Real world scenarios ● Student driven instruction ● Individual presentation ● In-depth research assignments. ● Lead demonstrators for groups.

<p>NJSLs CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> ● Brainstorming can create new, innovative ideas. ● Critical Thinking and Problem-solving
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity ● 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems

	Career Readiness, Life Literacies, & Key Skills Practices
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee ● Attend to financial well-being ● Consider the environmental, social and economic impacts of decisions ● Demonstrate creativity and innovation ● Utilize critical thinking to make sense of problems and persevere in solving them ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals ● Use technology to enhance productivity increase collaboration and communicate effectively ● Work productively in teams while using cultural/global competence

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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>