

Marking Period		Unit Title	Recommended Instructional Days
1-4		Grades K-2 Media Arts	180
Artistic Process:	Anchor Standard: General Knowledge & Skills	<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit</b></p>	
Creating Performing Responding Connecting	<b>Standard #:</b> Anchor Standard 1 <b>Description:</b> Generating and conceptualizing ideas.		
	<b>Standard #:</b> Anchor Standard 2 <b>Description:</b> Organizing and developing ideas		
	<b>Standard #:</b> Anchor Standard 3 <b>Description:</b> Refining and completing products.		
	<b>Standard #:</b> Anchor Standard 4 <b>Description:</b> Selecting, analyzing, and interpreting work.		
	<b>Standard #:</b> Anchor Standard 5 <b>Description:</b> Developing and refining techniques and models or steps needed to create products.		
	<b>Standard #:</b> Anchor Standard 6		

	<p><b>Description:</b> Conveying meaning through art.</p> <p><b>Standard #:</b> Anchor Standard 7  <b>Description:</b> Perceiving and analyzing products.</p> <p><b>Standard #:</b> Anchor Standard 8  <b>Description:</b> Interpreting intent and meaning.</p> <p><b>Standard #:</b> Anchor Standard 9  <b>Description:</b> Applying criteria to evaluate products.</p> <p><b>Standard #:</b> Anchor Standard 10  <b>Description:</b> Synthesizing and relating knowledge and personal experiences to create products.</p> <p><b>Standard #:</b> Anchor Standard 11  <b>Description:</b> Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<b>Creating</b> Conceive, Develop, Construct	<b>2nd</b> 1.2.2.Cr1	<p><b>Activity Description:</b>          Example Learning Activity:</p> <ul style="list-style-type: none"> <li>Discuss and demonstrate how media artworks, messages</li> </ul>

<p><b>Performing</b>          Integrate, Practice, Present</p> <p><b>Responding</b>          Perceive, Evaluate, Interpret</p> <p><b>Connecting</b>          Synthesize, Relate</p>	<p>a. Discover, share and express ideas for media artworks through experimentation, sketching and modeling.</p> <p>b. Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.</p> <p>c. Explore form ideas for media art production with support.</p> <p>d. Connect and apply ideas for media art production.</p> <p>e. Choose ideas to create plans for media art production</p> <p><b>2nd</b>          1.2.2.Cr2</p> <p>a. Explore form ideas for media art production with support</p> <p>b. Connect and apply ideas for media art production.</p> <p>c. Choose ideas to create plans for media art production.</p> <p><b>2nd</b>          1.2.2.Cr3</p>	<p>environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.</p> <ul style="list-style-type: none"> <li>● Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.</li> <li>● Discover, share and express ideas for media artworks through experimentation, sketching and modeling.</li> </ul> <p><b>Modifications and/or Accommodations:</b></p> <ul style="list-style-type: none"> <li>● <b>Special Education:</b> Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.</li> <li>● <b>English Language Learners:</b> Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.</li> <li>● <b>Students at Risk of School Failure:</b> Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as</li> </ul>
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	<p>a. Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)</p> <p>b. Identify, and describe the effects of altering, refining and completing media artworks.</p> <p><b>2nd</b> 1.2.2.Pr4</p> <p>a. With guidance and moving towards independence, combine art forms and media content into media artworks, such as an illustrated story or narrated animation.</p> <p>b. Practice combining varied academic, arts, and media content to form media artworks.</p> <p><b>2nd</b> 1.2.2.Pr5</p> <p>a. Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media</p>	<p>needed, modify assessments and/or rubrics, repeat instructions as needed.</p> <ul style="list-style-type: none"><li>● <b>Gifted Students:</b> Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related talent development opportunities.</li></ul>
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	<p>artworks.</p> <p>b. Identify, describe, and demonstrate basic creative skills, such as trial-and-error and playful practice, within media arts production.</p> <p>c. Discover, experiment with, and demonstrate creative skills for media artworks.</p> <p><b>2nd</b> 1.2.2.Pr6</p> <p>a. With guidance and moving towards independence, identify, share, and discuss reactions to and experiences of the presentation of media artworks.</p> <p>b. With guidance and moving towards independence, identify, share, and discuss reactions to and experiences of the presentation of media artworks.</p> <p><b>2nd</b> 1.2.2.Re7</p> <p>a. Identify, share and describe the components and messages in media artwork.</p>	
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	<p>b. Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.</p> <p><b>2nd</b> 1.2.2.Re8 a. Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.</p> <p><b>2nd</b> 1.2.2.Re9 a. Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.</p> <p><b>2nd</b> 1.2.2.Cn10 a. Use personal experiences, interests, information, and models in creating media artworks.</p> <p>b. Share and discuss experiences</p>	
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	<p>of media artworks, describing their meaning and purpose.</p> <p><b>2nd</b>          1.2.2.Cn11          a. Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.</p> <p>b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.</p>	
<b>Enduring Understanding/s:</b>	<b>Essential Question/s:</b>	
<ol style="list-style-type: none"> <li>Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.</li> <li>Media artists plan, organize, and develop creative ideas that can effectively realize the</li> </ol>	<ol style="list-style-type: none"> <li>How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?</li> <li>How do media artists work? How do media artists and designers</li> </ol>	

<p>artistic intent and communicate meaning.</p> <ol style="list-style-type: none"><li>3. The forming, integration and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</li><li>4. Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.</li><li>5. Media artists require a range of skills and abilities to creatively solve problems.</li><li>6. Media artists present, share, and distribute media artworks through various social, cultural, and political contexts.</li><li>7. Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and</li></ol>	<p>determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?</p> <ol style="list-style-type: none"><li>3. How can an artist construct a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?</li><li>4. How are complex media arts experiences constructed? At what point is a work considered "complete"?</li><li>5. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</li><li>6. How does time, place, audience, and context affect presenting or performing choices for media artworks? How</li></ol>	
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<p>purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</p> <p>8. : Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent.</p> <p>9. Evaluation and critique are vital components of experiencing, appreciating, and producing media artworks.</p> <p>10. Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.</p>	<p>can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing, or distributing media artworks?</p> <p>7. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?</p> <p>8. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?</p> <p>9. How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve</p>	
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<p>11. Understanding connections to varied contexts and daily life enhances a media artist's work.</p>	<p>them? How is a personal preference different from an evaluation?</p> <p>10. How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?</p> <p>11. 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 mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?</p>	
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<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>	
<p>SEL/Create</p> <ul style="list-style-type: none"> <li>- (1) Generate and conceptualize artistic ideas and work.</li> <li>- (2) Organize and develop artistic ideas and work.</li> <li>- (3) Refine and complete artistic ideas and work.</li> </ul> <p>SEL/Perform</p> <ul style="list-style-type: none"> <li>- (4) Analyze, interpret &amp; select artistic work for Presentation.</li> <li>- (5) Develop &amp; refine artistic techniques &amp; work for presentation.</li> <li>- (6) Convey meaning through the presentation of artistic work.</li> </ul> <p>SEL/Respond</p> <ul style="list-style-type: none"> <li>- (7) Perceive and analyze artistic work.</li> </ul>	<p>SEL/Create</p> <p>CONSOLIDATED EU (1)          Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>CONSOLIDATED EQ (1)          How do artists generate creative ideas?</p> <p>SEL/Create</p> <p>CONSOLIDATED EU (2)          Artists organize and develop creative ideas by balancing what is known with what is new.</p> <p>CONSOLIDATED EQ (2)          How do artists make creative decisions?</p> <p>SEL/Create</p> <p>CONSOLIDATED EU (3)          Refinement of artistic work is an iterative process that takes time, discipline, and collaboration</p>	

<ul style="list-style-type: none"><li>- (8) Interpret intent and meaning in artistic work.</li><li>- (9) Apply criteria to evaluate artistic work.</li></ul> <p>SEL/Connect</p> <ul style="list-style-type: none"><li>- (10) Synthesize and relate knowledge and personal experiences to make art.</li><li>- (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</li></ul>	<p>CONSOLIDATED EQ (3) How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?</p> <p>SEL/Perform CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>CONSOLIDATED EQ (4) How do artists select repertoire? How does understanding the 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, &amp; refine their presentation/ performance over time through openness to new ideas, persistence, and the</p>	
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	<p>application of appropriate criteria.</p> <p>CONSOLIDATED EQ (5) How do artists improve the quality of their presentation/performance?</p> <p>SEL/Perform CONSOLIDATED EU (6) Artists judge presentation/performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.</p> <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</p>	
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	<p>context(s) of the arts and artistic works.</p> <p>CONSOLIDATED EQ (7) How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?</p> <p>SEL/Respond CONSOLIDATED EU (8) The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>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</p>	
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	<p>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) Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p> <p>CONSOLIDATED EQ (10) How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p> <p>SEL/Connect CONSOLIDATED EU (11)</p>	
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	<p>People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.</p> <p>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?</p>	
<p><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Peer and self feedback in critical response format</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>• Rubric evaluations</li> <li>• Tests/Quizzes</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Performances/Presentations</li> <li>• In-studio showings</li> </ul>
<p><b>Differentiated Student Access to Content:          Teaching and Learning Resources/Materials</b></p>		



Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3<sup>rd</sup> ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. &amp; Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>Freire, P. (1972). <i>Pedagogy of the oppressed</i>. New York: Herder and Herder.</p> <p>hooks, b., (1994). <i>Teaching to transgress: Education as the practice of freedom</i>.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>.  <a href="https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf">https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</a></p> <p>Siperstein, S., Hall, S., LeMenager, S. (2017) <i>Teaching Climate Change in the Humanities</i>. Routledge.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Allow access to supplemental materials, including use of online bilingual dictionary.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>

<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>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).</li> <li>Allow additional time to complete classwork as</li> </ul>	<ul style="list-style-type: none"> <li>Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>Provide access to preferred seating, when requested.</li> <li>Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> <li>Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>Propose interest-based extension activities and opportunities for extra credit.</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>• Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.</li> </ul>		
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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>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Standards in Action: <i>Climate Change</i>	X	Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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Standard 9	

<b>12 Career Ready Practices</b>	<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee. <input checked="" type="checkbox"/> CRP2. Apply appropriate academic and technical skills. <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being. <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively and with reason. <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions. <input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation. <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies. <input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input checked="" type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity. <input checked="" type="checkbox"/> CRP12. Work productively in teams while using cultural global competence.
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Content Area: 21st Century Life and Careers	
Strand C: Career Preparation	
<b>9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION</b>	
Number:	Standard Statement:
9.2.12.C.1	Review career goals and determine steps necessary for attainment.
9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
9.2.12.C.3	Identify transferable career skills and design alternate career plans.
9.2.12.C.4	Analyze how economic conditions and societal changes influence

	employment trends and future education.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

### **9.3 CAREER & TECHNICAL EDUCATION (CTE)**

Content Area: Standard 9.3 Career and Technical Education

Strand: Arts, A/V Technology & COmmunications Career Cluster

Number:

Standard Statement:

9.3.12.AR-PRF.1

Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.12.AR-PRF.3	Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
9.3.12.AR-PRF.4	Demonstrate knowledge of music theory.
9.3.12.AR-PRF.5	Explain key issues affecting the creation of characters, acting skills and roles.
9.3.12.AR-PRF.6	Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
9.3.12.AR-PRF.7	Describe how technology and technical support enhance performing arts productions.
9.3.12.AR-PRF.8	Analyze all facets of stage and performing arts production management.