

Marking Period		Unit Title	Recommended Instructional Days
All		Creating	
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit	
Creating Presenting Responding Connecting	Creating Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.		
Artistic Practice:	Performance Expectation/s:		
Creating <ul style="list-style-type: none"> • Explore • Investigate • Reflect, Refine, Continue Presenting <ul style="list-style-type: none"> • Select • Analyze • Share Responding <ul style="list-style-type: none"> • Perceive • Analyze • Interpret 	1.5.12prof.Cr1 - Explore <ol style="list-style-type: none"> Use multiple approaches to begin creative endeavors. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. 1.5.12prof.Cr2 - Investigate <ol style="list-style-type: none"> Engage in making a work of art or design without having a 	Activity Description: <ul style="list-style-type: none"> • Creating artwork that generates personal concepts and ideas. • Creating independently and collaboratively, a variety of works which aid in visual narratives. • Refining, reworking, and completing artworks which effectively communicates with its audience. • Practicing techniques of creating an illusion of movement using a series of artworks arranged in a timed sequence • Creating artworks which pulls from personal experiences/memory, emotions, imagination/fantasy, and themes. • Exploring a wide range of skills, processes, and materials. 	

<p>Connecting</p> <ul style="list-style-type: none"> Synthesize Relate 	<p>b. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p>c. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p>1.5.12prof.Cr3 - Reflect</p> <p>a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p>	<ul style="list-style-type: none"> Exploring the elements of art (line, shape, color, value, space, form, and texture) and the principles of design (balance, contrast, emphasis, movement, pattern, rhythm, unity, and variety.) Working in both traditional and digital mediums to create different works of animation and become familiar with different creative processes and resources. Exploring basic art skills, techniques, and vocabulary through a wide range of materials and available resources/technologies. Explore a wide range of creative solutions and possibilities to build and expand ideas. Self-reflecting, discussing, and presenting/screening students' own works. <p>Bouncing Ball Test Animation: Common beginner's animation test to help introduce the basics of animation and its principles such as timing, squash and squish/stretch, arcs, path of actions, sequencing, momentum, speed, etc.</p> <p>Activity:</p> <ul style="list-style-type: none"> Demonstration (10 minutes) <ul style="list-style-type: none"> Students will observe an animation of a ball bouncing from one side of a frame to the other and pay attention to the key points of the animation. Work-Alone (25 minutes) <ul style="list-style-type: none"> Students will work by themselves drawing the same bouncing ball animation and focus on having the animation play for a minimum of 2 seconds with at least 30 frames for a more fluid motion. They will work using Adobe Photoshop/Aftereffects or Flipbook Pro utilizing the layers and timeline windows to help animate their drawings. Closure & Explanation (5 minutes) <ul style="list-style-type: none"> Students will save their progress on their computers and backup onto a flashdrive. I will check back in with them to ask them if they have any questions and be able to address any challenges that they are having to find resolutions for. <p>LGBTQ+</p>
Enduring Understanding/s:	Essential Question/s:	
<p>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-marking goals.</p> <p>Art has always been a form of communication however sequential art or comic book illustration is a combination of image and prose.</p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How does knowing the contexts, histories, and traditions of art forms</p>	

Artists and illustrators are able to use artwork that is made with an objective in a specified order for an audience to understand is a visual narrative and its message.	<p>help us create works of art and design?</p> <p>Why do artists follow or break from established traditions?</p> <p>How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<p>1 - Generate and conceptualize artistic ideas and work.</p> <p>2- Organize and develop artistic ideas and work.</p> <p>3- Refine and complete artistic ideas and work.</p>	<p>1- Consolidated EU: Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>1- Consolidated EQ: How do artists generate creative ideas?</p> <p>2- Consolidated EU: Artists organize and develop creative ideas by balancing what is known with what is new.</p> <p>2- Consolidated EQ: How do artists make creative decisions?</p> <p>3- Consolidated EU: Refinement of artistic work is an iterative process that take time, discipline, and collaboration.</p> <p>3- Consolidated EQ: How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?</p>	

Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none">● Student/Teacher Conversations● Questioning● Peer feedback/Group Discussions● Self-Reflection● Checklists		Benchmarks: <ul style="list-style-type: none">● Rubric Evaluation Summative Assessments: <ul style="list-style-type: none">● Student Portfolio● Observation● Performance● Reflection● Anecdotal Records	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>Blair, Preston. <i>Cartoon Animation with Preston Blair: Learn Techniques for Drawing and Animating Cartoon Characters (Collector's Series)</i>. Revised ed., Walter Foster Publishing, 2020.</p> <p>Williams, Richard. <i>The Animator's Survival Kit: A Manual of Methods, Principles, and Formulas for Classical, Computer, Games, Stop Motion, and Internet Animators</i>. Expanded ed., Faber & Faber, 2009.</p> <p>Rousseau, David Harland and Phillips, Benjamin Reid. <i>Storyboarding Essentials: How to Translate Your Story to the Screen for Film, TV, and Other Media</i>. First ed., Watson-Guption</p>	<ul style="list-style-type: none">● Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.● Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.	<ul style="list-style-type: none">● Allow access to supplemental materials, including use of online bilingual dictionary.● Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.	<ul style="list-style-type: none">● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

<p>Publications, 2013.</p> <p>Hart, Christopher. <i>Cartooning: The Ultimate Character Design Book</i>. Illustrated ed., Chris Hart Books, 2008.</p> <p>Johnston, Ollie & Thomas, Frank. <i>The Illusion of Life: Disney Animation</i>. Illustrated ed., Disney Editions, 1995.</p>	<ul style="list-style-type: none"> Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from student's special education classroom, or the school's Occupational or Physical Therapists. 		
<p>Supplemental Resources</p>			
<p>Technology:</p> <ul style="list-style-type: none"> Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist. <p>Other:</p> <ul style="list-style-type: none"> N/A 			
<p>Differentiated Student Access to Content: Recommended Strategies & Techniques</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core</p>
<ul style="list-style-type: none"> Make online and tactile resources readily available to students to accommodate different learning styles. 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and create an enhanced set of

<ul style="list-style-type: none">● Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.	<p>during instruction to better engage all learners.</p> <ul style="list-style-type: none">● Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).● Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.	<ul style="list-style-type: none">● Provide access to preferred seating, when requested.● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.	<p>introductory activities accordingly.</p> <ul style="list-style-type: none">● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.● Propose interest-based extension activities and opportunities for extra credit.
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New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>
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Standard 9

12 Career Ready Practices

- ___ CRP1. Act as a responsible and contributing citizen and employee.
- ___ CRP2. Apply appropriate academic and technical skills.
- ___ CRP3. Attend to personal health and financial well-being.
- ___ CRP4. Communicate clearly and effectively and with reason.
- ___ CRP5. Consider the environmental, social and economic impacts of decisions.
- ___ CRP6. Demonstrate creativity and innovation.
- ___ CRP7. Employ valid and reliable research strategies.
- ___ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- ___ CRP9. Model integrity, ethical leadership and effective management.
- ___ CRP10. Plan education and career paths aligned to personal goals.
- ___ CRP11. Use technology to enhance productivity.
- ___ CRP12. Work productively in teams while using cultural global competence.

9.1 PERSONAL FINANCIAL LITERACY

Content Area:

Strand:

Number:

Standard Statement:

By the end of Grade X, students will be able to:

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

Content Area:

Strand:

Number:

Standard Statement:

By the end of Grade X, students will be able to:

9.3 CAREER & TECHNICAL EDUCATION (CTE)

Content Area:

Strand:

Number:

Standard Statement:

By the end of Grade X, students will be able to:

Content Area: Visual & Performing Arts (NJSLS-VPA HS Proficient)
Visual & Performing Arts
Grade(s): 9-12

Dev. Date:
2020-2021