

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. Creating artworks based from personal experiences/memory, emotions, imagination/fantasy, and themes. Exploring a wide range of skills, processes, and materials. 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.) 	

<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 basic art skills, techniques, and vocabulary through a wide range of materials and available resources/technologies. • Using a variety of materials, visually communicate stories, ideas, and experiences • Self-reflecting, discussing, and presenting students' own works. <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Inking exercises with marker, dip pen, & brushes <ul style="list-style-type: none"> ○ Shading techniques ○ Mark-making ○ Outlining shapes ○ Blocking in shapes with solid value ○ Varying strokes ○ Pressure and movement • Perspective • Character design exercises <ul style="list-style-type: none"> ○ Facial expressions ○ Posture ○ Anatomy ○ Dynamic poses ○ Center line of action ○ Basic underlying shapes of figures ○ Foreshortening • Layout exercises <ul style="list-style-type: none"> ○ Thumbnails ○ Composition ○ Panels/frames ○ Splash/Spread pages ○ Sequence ○ Flow ○ Spacing <p>One and Two-Point Perspective Example Lesson Activity and Assignment Explanation:</p> <p>Activity:</p>
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<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>	

<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>	<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>	<ul style="list-style-type: none"> ● Demonstration (10 minutes) <ul style="list-style-type: none"> ○ Students will follow along as I demonstrate how to draw a box object in perspective ● Work-Alone (25 minutes) <ul style="list-style-type: none"> ○ Students will work by themselves to practice perspective and techniques. They will be provided rulers/triangles/t-squares to help guide them. I will walk around the room to help students struggling and reinforce major concepts of the lesson. ● Closure & Explanation (5 minutes) <ul style="list-style-type: none"> ○ Students will clean up and put away their work. I will check-in and ask them to provide feedback on how they are understanding the concepts and techniques of perspective. ○ Students must be able to illustrate objects and figures in a space in a convincing manner, especially if an object has depth and is receding into the background. Perspective is another element which is crucial to visual storytelling to provide the impression of depth, proportion, and space. <p>LGBTQIA+ Sample Lesson Activity:</p> <ul style="list-style-type: none"> ● Instruction (10 minutes) <ul style="list-style-type: none"> ○ Students will review a short comic showing an interaction between two people who are in a relationship, secret crushes/admirers, or strangers in a “love at first sight” type encounter and observe how comic book artists used body language, facial expression, and color in the artwork to illustrate a feeling of attraction, love, sentimentality, etc. ● Assignment - Work (25 minutes) <ul style="list-style-type: none"> ○ Students will draw a scene involving a character asking another character to go on a date/be a Valentine/go to prom that ends on a positive note regardless of the outcome. They need to include body language, facial expressions, dialogue (external and internal if needed), and full color. In addition, the main character should be
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<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>	

		<p>someone that the student could identify with as a reader.</p> <ul style="list-style-type: none"> ○ I will walk around the class to check on their progress and provide any feedback to help them improve their work. ● Closure and explanation (5 minutes) <ul style="list-style-type: none"> ○ Students will clean up their desks and put away their work to continue later. ○ Students will need to understand how to draw upon personal experiences or ideas to convincingly draw a scene that involves interaction between two people on a more personal/intimate level. Understanding how people view and behave in these scenarios involves social skills that may not be easily translated into an artform without incorporating familiar signs made with body language and emotion. Using color to signify an emotional atmosphere or tone will allow the reader to become involved in the scene as color can affect a person's mood. ○ Students will be able to identify with the characters in the scene regardless of their identity because they will have control to incorporate characters who they could identify with as they are including representation. This is an opportunity for students to create inclusivity in a comic book medium so that readers like themselves could be able to connect with characters who they may not have been able to otherwise.
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>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/Teacher Conversations ● Questioning ● Peer feedback/Group Discussions ● Self-Reflection ● Checklists 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Rubric Evaluation <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Student Portfolio ● Observation ● Performance

		<ul style="list-style-type: none">● Reflection● Anecdotal Records	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Eisner, Will. <i>Comics and Sequential Art: Principles and Practices from the Legendary Cartoonist (Will Eisner Instructional Books)</i> . Illustrated, W. W. Norton & Company, 2008 Lee, Stan, and John Buscema. <i>How To Draw Comics The Marvel Way</i> . Atria Books, 1984. Paul, John. <i>Foundations in Comic Book Art: SCAD Creative Essentials (Fundamental Tools and Techniques for Sequential Artists)</i> . Illustrated, Watson-Guptill, 2014. Scott, McCloud. <i>Understanding Comics: The Invisible Art</i> . William Morrow Paperbacks, 1994.	<ul style="list-style-type: none">● Meet with the student’s special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.● Provide access to an individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task.● Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding	<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.

	as required by physical therapist, etc.). Many can be borrowed from student's special education classroom, or the school's Occupational or Physical Therapists.		
Supplemental Resources			
Technology: <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. Other: <ul style="list-style-type: none"> N/A 			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Make online and tactile resources readily available to students to accommodate different learning styles. Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. Provide access to preferred seating, when requested. Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.

	<p>guides, additional examples, modeling, etc).</p> <ul style="list-style-type: none"> ● 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"> ● 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: Visual & Performing Arts (NJSLS-VPA HS Proficient)
Visual & Performing Arts
Grade(s): 9-12

Dev. Date:
2020-2021

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:	