

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

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| <p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>• Synthesize</li> <li>• Relate</li> </ul>   | <p>preconceived plan.</p> <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><b>1.5.12prof.Cr3 - Reflect</b></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"> <li>• Exploring basic art skills, techniques, and vocabulary through a wide range of materials and available resources/technologies.</li> <li>• Exploring a variety of different ideas to creatively solve design problems for a successful end product.</li> <li>• Gather materials to use as reference in order to better help aid in drawing an object in a convincing manner as part of a completed work.</li> <li>• Using a variety of materials to visually communicate stories, ideas, and experiences.</li> <li>• Self-reflecting, discussing, and presenting students' own works.</li> </ul> <p><b>Example Fairy Tale Book Cover Project Activity Description and Assignment Explanation:</b></p> <ul style="list-style-type: none"> <li>• Project Description and Briefing (10 minutes)<br/> <i>Students are to design an original book cover to a selected fairy tale of their choosing on illustration board using any materials they'd like.</i> <ul style="list-style-type: none"> <li>○ Students will be given a selection of fairy tales printed out to read. They will then be instructed to select a fairy tale to illustrate a book cover.</li> </ul> </li> <li>• Work-Alone (25 minutes) <ul style="list-style-type: none"> <li>○ Students will be instructed to begin working by creating thumbnail drawings to explore a variety of ideas for their cover using different kinds of compositions, tone, and subject matter. Each thumbnail should show a change in thinking of these components thus reflecting the student artist's critical thinking and problem solving.</li> </ul> </li> <li>• Closure &amp; Explanation (5 minutes) <ul style="list-style-type: none"> <li>○ Students will pack up to leave class and share any thoughts, ideas, questions, or concerns about their assignment.</li> <li>○ Students studying and practicing illustration must be able to plan out a project using the creative process and critical thinking to effectively solve design problems in its early stages. This allows the students as artists to take risks and</li> </ul> </li> </ul> |
| <p><b>Enduring Understanding/s:</b></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-making goals.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety,</p> | <p><b>Essential Question/s:</b></p> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>• What factors prevent or encourage people to take creative risks?</li> <li>• How does collaboration expand the creative process?</li> <li>• How does knowing the contexts, histories, and traditions of art forms help</li> </ul>   |  |

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| <p>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.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> | <p>us create works of art and design?</p> <ul style="list-style-type: none"><li>● Why do artists follow or break from established traditions?</li><li>● How do artists determine what resources and criteria are needed to formulate artistic investigations?</li></ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"><li>● How do artists work?</li><li>● How do artists and designers determine whether a particular direction in their work is effective?</li><li>● How do artists and designers learn from trial and error?</li><li>● How do artists and designers care for and maintain materials, tools, and equipment?</li><li>● Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?</li><li>● What responsibilities come with the freedom to create?</li><li>● How do objects, places, and design shape lives and communities?</li><li>● How do artists and designers determine goals for designing or redesigning objects, places, or systems?</li></ul> | <p>eliminate ineffective methods but instead find creative solutions before making final decisions. This also allows them to experiment with different materials they may use to create final product as the medium type can play a large factor.</p> |
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|   | <ul style="list-style-type: none"> <li>How do artists and designers create works of art or design that effectively communicate?</li> </ul> <p><b>Reflect, Refine, Continue</b></p> <ul style="list-style-type: none"> <li>What role does persistence play in revising, refining, and developing work?</li> <li>How do artists grow and become accomplished in art forms?</li> <li>How does collaboratively reflecting on a work help us experience it more completely?</li> </ul> |  |
| <b>Social and Emotional Learning:<br/>Competencies</b>  | <b>Social and Emotional Learning:<br/>Sub-Competencies</b>  |  |
| <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><b>1- Consolidated EU:</b> Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p><b>1- Consolidated EQ:</b> How do artists generate creative ideas?</p> <p><b>2- Consolidated EU:</b> Artists organize and develop creative ideas by balancing what is known with what is new.</p> <p><b>2- Consolidated EQ:</b> How do artists make creative decisions?</p>   |  |

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|  | <p><b>3- Consolidated EU:</b> Refinement of artistic work is an iterative process that take time, discipline, and collaboration.</p> <p><b>3- Consolidated EQ:</b> How do artists use a critique process and reflection to refine a work and decide it’s ready to be shared?</p>                                    |   |  |
| <p><b>Assessments (Formative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>   |   | <p><b>Assessments (Summative)</b><br/><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>● Student/Teacher Conversations</li><li>● Questioning</li><li>● Peer feedback/Group Discussions</li><li>● Self-Reflection</li><li>● Checklists</li></ul>   |   | <p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"><li>● Rubric Evaluation</li></ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Student Portfolio</li><li>● Observation</li><li>● Performance</li><li>● Reflection</li><li>● Anecdotal Records</li></ul> |  |
| <p><b>Differentiated Student Access to Content:<br/>Teaching and Learning Resources/Materials</b></p>  |   |   |  |
| <p><b>Core Resources</b></p>   | <p><b>Alternate Core Resources<br/>IEP/504/At-Risk/ESL</b></p>  | <p><b>ELL Core Resources</b></p>  | <p><b>Gifted &amp; Talented Core Resources</b></p>   |
| <p>Loomis, Andrew. <i>Creative Illustrations: The Art of William Andrew Loomis</i>. Illustrated ed., Titan Books, 2012.</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>. 4th</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></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</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> |

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| <p>ed., Farrar, Straus &amp; Giroux, 2012.</p> <p>Gurney, James. <i>Color and Light: A Guide for the Realist Painter</i>. Second ed., Andrews McMeel Publishing, 2010.</p> <p>Gurney, James. <i>Imaginative Realism: How to Paint What Doesn't Exist</i>. Illustrated ed., Andrews McMeel Publishing, 2009.</p>   | <ul style="list-style-type: none"> <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 student's special education classroom, or the school's Occupational or Physical Therapists.</li> </ul> | <p>to their individual needs.</p> |  |
| <p><b>Supplemental Resources</b></p>  |   |                                   |  |
| <p><b>Technology:</b></p> <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> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● N/A</li> </ul> |   |                                   |  |
| <p><b>Differentiated Student Access to Content:<br/>         Recommended Strategies &amp; Techniques</b></p>  |   |                                   |  |

| Core Resources  | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>   | ELL Core Resources  | Gifted & Talented Core  |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>● Make online and tactile resources readily available to students to accommodate different learning styles.</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 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.</li> <li>● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their</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> |

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|  | IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments. |  |  |
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New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

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



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| Content Area:                                    |                     |
| Strand:  |                     |
| Number:  | Standard Statement: |
| By the end of Grade X, students will be able to: |                     |
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**9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION**

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| Content Area:                                    |                     |
| Strand:  |                     |
| Number:  | Standard Statement: |
| By the end of Grade X, students will be able to: |                     |
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**9.3 CAREER & TECHNICAL EDUCATION (CTE)**

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| Content Area: |  |
| Strand:       |  |

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

Dev. Date:  
2020-2021

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| Number:  | Standard Statement: |
| By the end of Grade X, students will be able to: |                     |
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