

Marking Period		Unit Title	Recommended Instructional Days
All		Presenting	
<b>Artistic Process:</b>	<b>Anchor Standard: General Knowledge &amp; Skills</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit</b>	
Creating  <b>Presenting</b>  Responding  Connecting	<b>Presenting</b>  <b>Anchor Standard 4:</b> Selecting, analyzing, and interpreting work.  <b>Anchor Standard 5:</b> Developing and refining techniques and models or steps needed to create products.  <b>Anchor Standard 6:</b> Conveying meaning through art.		
<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>Peresenting</b> <ul style="list-style-type: none"> <li><b>Select</b></li> <li><b>Analyze</b></li> <li><b>Share</b></li> </ul> <b>Responding</b> <ul style="list-style-type: none"> <li>Perceive</li> <li>Analyze</li> </ul>	<b>HS Proficient</b> <b>1.5.12prof.Pr4 - Analyze</b> <ul style="list-style-type: none"> <li>a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</li> </ul> <b>1.5.12prof.Pr5 - Select</b> <ul style="list-style-type: none"> <li>a. Analyze and evaluate the reasons and ways an exhibition is presented.</li> </ul>	<b>Activity Description:</b> <ul style="list-style-type: none"> <li>Analyzing and selecting artworks to use in sequential order to animate as a short video clip</li> <li>Analyzing and selecting artworks to display as cartoon illustrations and short “funnies”</li> <li>Recognizing themes and related concepts within visual narratives</li> <li>Viewing and discussing the criteria of cartooning &amp; animation</li> <li>Visiting theaters, galleries, conventions, or a class exhibit.</li> <li>Viewing student works and holding screenings of published animated works</li> <li>Viewing character sheets and discussing the creative process and evolution of ideas and artistic decision making and problem-solving</li> </ul>	

<ul style="list-style-type: none"> <li>Interpret</li> </ul> <b>Connecting</b> <ul style="list-style-type: none"> <li>Synthesize</li> <li>Relate</li> </ul>	<b>1.5.12prof.Pr6 - Share</b> <ul style="list-style-type: none"> <li>Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</li> </ul>	<ul style="list-style-type: none"> <li>Publishing/presenting student works on social media, YouTube, art shows, film festivals, and art contests and competitions, and in-class screenings</li> </ul>
<b>Enduring Understanding/s:</b>	<b>Essential Question/s:</b>	
<p>Artists and other presenters consider various techniques, methods, veneers, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>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.</p> <p>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.</p>	<p><b>Analyze</b></p> <p>How are the artworks cared for and by whom?</p> <p>What criteria, methods, and processes are used to select work for preservation or presentation?</p> <p>Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><b>Select</b></p> <p>What methods and processes are considered when preparing artwork for presentation or preservation?</p> <p>How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><b>Share</b></p>	

	<p>What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?</p> <p>How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?</p>	
<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>	
<p>4 - Analyze, interpret &amp; select artistic work for Presentation.</p> <p>5 - Develop &amp; refine artistic techniques &amp; work for presentation.</p> <p>6 - Convey meaning through the presentation of artistic work.</p>	<p><b>4- Consolidated EU:</b> Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p><b>4- Consolidated EQ:</b> How do artists select repertoire? How does understanding the structure and context of artworks inform performance and presentation? How do artists interpret their works?</p> <p><b>5- Consolidated EU:</b> 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 application of appropriate criteria.</p>	

	<p><b>5- Consolidated EQ:</b> How do artists improve the quality of their presentation?</p> <p><b>6- Consolidated EU:</b> Artists judge presentation based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.</p> <p><b>6- Consolidated EQ:</b> When is a presentation judged ready to present? How do context and the manner in which work is presented influence the audiences’ response?</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>● 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: Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources IEP/504/At-Risk/ESL</b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>
<p>Blair, Preston. <i>Cartoon Animation with Preston Blair: Learn Techniques for Drawing and Animating Cartoon Characters</i></p>	<ul style="list-style-type: none"><li>● Meet with the student’s special education or inclusion teacher prior to initial assessment to learn</li></ul>	<ul style="list-style-type: none"><li>● Allow access to supplemental materials, including use of online</li></ul>	<ul style="list-style-type: none"><li>● Connect students to related talent development opportunities, often offered through area colleges, with the</li></ul>

<p>(<i>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 &amp; Faber, 2009.</p> <p>Eisner, Will. <i>Comics and Sequential Art: Principles and Practices from the Legendary Cartoonist (Will Eisner Instructional Books)</i>. Illustrated, W. W. Norton &amp; Company, 2008</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-Guptill Publications, 2013.</p> <p>Hart, Christopher. <i>Cartooning: The Ultimate Character Design Book</i>. Illustrated ed., Chris Hart Books, 2008.</p> <p>Johnston, Ollie &amp; Thomas, Frank. <i>The Illusion of Life: Disney Animation</i>. Illustrated ed., Disney Editions, 1995.</p>	<p>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.</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>bilingual dictionary.</p> <ul style="list-style-type: none"> <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>	<p>assistance of guidance counselors.</p>
<p><b>Supplemental Resources</b></p>			

**Technology:**

- 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:**

- N/A

**Differentiated Student Access to Content:  
 Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <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</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>

	repeating directions as needed. Offer additional individual instruction time as needed. <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>		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.

	<input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input type="checkbox"/> CRP11. Use technology to enhance productivity. <input type="checkbox"/> CRP12. Work productively in teams while using cultural global competence.
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### 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:



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

Dev. Date:  
2020-2021

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

Content Area:

Strand:

Number:

Standard Statement:

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

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