

Marking Period	Unit Title	Recommended Instructional Days
All	Responding	
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit</p>
Creating Presenting Responding Connecting	Responding Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Interpreting intent and meaning. Anchor Standard 9: Applying criteria to evaluate products.	
Artistic Practice:	Performance Expectation/s:	
Creating <ul style="list-style-type: none"> • Explore • Investigate • Reflect- Refine, Continue Peresenting <ul style="list-style-type: none"> • Select • Analyze • Share Responding <ul style="list-style-type: none"> • Perceive • Analyze • Interpret 	HS Proficient 1.5.12prof.Re7 - Perceive <ol style="list-style-type: none"> Hypothesize ways in which art influences perception and understanding of human experiences. Analyze how one's understanding of the world is affected by experiencing visual arts. 1.5.12prof.Re8 - Interpret	<u>Activity Description:</u> <ul style="list-style-type: none"> • Looking at published works and student works and identifying the elements and principles of art & design used to create an effective illustration. Example: Identifying color usage and schemes and how they may be used to establish tones and moods within a scene. • Looking at published works and student works and identifying themes within them. Example: Identify genres such as superheroes, comedy, horror, etc. and discuss how artists utilized illustrative and writing techniques to fit within those genres. • Looking at published works and student works to identify what tools, techniques, and frameworks were used to create an animation. Example: Discuss how timing is used to create a smooth and fluid

<p>Connecting</p> <ul style="list-style-type: none"> • Synthesize • Relate 	<p>a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>1.5.12prof.Re9 - Analyze</p> <p>a. Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	<p>motion as well as demonstrating an animator's understanding of physics, and to help manipulate audience members' emotions such as anticipation.</p> <ul style="list-style-type: none"> • Looking at published works and student works to discuss and understand the concept of semiotics and how visual elements such as symbols and signs are used as a form of communication without the use of text and how a reader is able to interpret them. Understanding signifiers and signified. Example: Identify symbols, body language, posture, and signifiers to interpret the meanings of each within a visual narrative and how they are illustrated to convey ideas, dialogue, moods, and events.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>People evaluate based on various criteria.</p>	<p>Perceive</p> <p>How do life experiences influence the way you relate to art?</p> <p>How does learning about art impact how we perceive the world?</p> <p>What can we learn from our responses to art?</p> <p>What is visual art?</p> <p>Where and how do we encounter visual arts in our world?</p> <p>How do visual arts influence our views of the world?</p> <p>Interpret</p> <p>What is the value of engaging in the process of art criticism?</p>	<ul style="list-style-type: none"> • Analyzing how animation principles were effectively used in an animation and identify areas that may need improvement, if any. • Analyzing the quality and effectiveness of any inclusion of audio into an animation. • Analyzing the translation of elements such as expressive emotion into animation and how effectively it has been portrayed.

	<p>How can the viewer “read” a work of art as text?</p> <p>How does knowing and using visual art vocabulary help us understand and interpret works of art?</p> <p>Share</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>	
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>7 - Perceive and analyze artistic work.</p> <p>8 - Interpret intent and meaning in an artistic work.</p> <p>9 - Apply criteria to evaluate artistic work.</p>	<p>7- Consolidated EU: Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.</p> <p>7- Consolidated EQ: How do artists comprehend and process creative experiences in ways that impact one’s perception and responses to personal life experiences?</p> <p>8- Consolidated EU: The process of interpreting artistic expression can be</p>	

	<p>achieved through analysis, expressive intent, context, and personal experiences.</p> <p>8- Consolidated EQ: How does understanding an artist's expressive intent help us comprehend, interpret, and personally relate to artistic works.</p> <p>9- Consolidated EU: Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.</p> <p>9- Consolidated EQ: 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>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 • 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
<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>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</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>	<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 as required by physical therapist, etc.). Many can be borrowed from student's special education classroom, 	<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.

Johnston, Ollie & Thomas, Frank. <i>The Illusion of Life: Disney Animation</i> . Illustrated ed., Disney Editions, 1995.	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. Propose interest-based extension activities and

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

Dev. Date:
 2020-2021

	<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. 		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:	