| **Marking**  **Period** | | | | **Unit**  **Title** | | | | | **Recommended**  **Instructional Days** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All** | | | | **Responding** | | | | |  | |
| **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 | | **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**   * Explore * Investigate * Reflect- Refine, Continue   **Peresenting**   * Select * Analyze * Share   **Responding**   * **Perceive** * **Analyze** * **Interpret**   **Connecting**   * Synthesize * Relate | | **HS Proficient**  **1.5.12prof.Re7 - Perceive**   1. Hypothesize ways in which art influences perception and understanding of human experiences. 2. Analyze how one’s understanding of the world is affected by experiencing visual arts.   **1.5.12prof.Re8 - Interpret**   1. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.   **1.5.12prof.Re9 - Analyze**   1. Establish relevant criteria in order to evaluate a work of art or collection of works. | | | | | **Activity Description:**   * Looking at published works and student works and identifying elements and principles of art & design used to create an effective painting. Example: Identifying color usage and schemes and how they may be used to establish tones and moods within an image. * Reflecting on learning how to create images while having to use different approaches and think differently and creatively to complete a work. * Looking at published works and student works and identify themes and concepts that were explored in the creative process. * Looking at published works and student works to identify what tools and techniques were used to create a finished digital painting.. Example: Analyze how students can begin a painting using traditional methods at first by drawing an image on paper and then scanning their images to complete the artwork in a digital medium using Photoshop. * Discussing the practical uses of digital painting and the convenience of being able to create artwork that allows artists more freedom to take risks in the creative process and to share their work for display. * Interpreting similar concepts and techniques employed in traditional painting that can be used in a digital medium. * Recognizing that an artist can still create a work of art using digital tools and resources as opposed to those more traditional/academic. Recognizing the advantages of digital painting and its uses in the commercial world in various forms such as advertisements, publications, conceptual work for digital media, etc. * Recognizing that digital painting can be used as a starting point to explore other types of digital art making such as animation and sculpting. | | | |
| Enduring Understanding/s: | | Essential Question/s: | | | | |
| 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.  People gain insights into meanings of artworks by engaging in the process of art criticism.  People evaluate based on various criteria. | | **Perceive**  How do life experiences influence the way you relate to art?  How does learning about art impact how we perceive the world?  What can we learn from our responses to art?  What is visual art?  Where and how do we encounter visual arts in our world?  How do visual arts influence our views of the world?  **Interpret**  What is the value of engaging int he process of art criticism?  How can the viewer “read” a work of art as text?  How does knowing and using visual art vocabulary help us understand and interpret works of art?  **Share**  What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?  How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding? | | | | |
| Social and Emotional Learning:*Competencies* | | Social and Emotional Learning:*Sub-Competencies* | | | | |
| 7 - Perceive and analyze artistic work.  8 - Interpret intent and meaning in an artistic work.  9 - Apply criteria to evaluate artistic work. | | **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.  **7- Consolidated EQ:** How do artists comprehend and process creative experiences in ways that impact one’s perception and responses to personal life experiences?  **8- Consolidated EU:** The process of interpreting artistic expression can be achieved through analysis, expressive intent, context, and personal experiences.  **8- Consolidated EQ:** How does understanding an artist's expressive intent help us comprehend, interpret, and personally relate to artistic works.  **9- Consolidated EU:** Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.  **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? | | | | |
| **Assessments (Formative)**  ***To show evidence of meeting the standard/s, students will successfully engage within:*** | | | | | | **Assessments (Summative)**  ***To show evidence of meeting the standard/s, students will successfully complete:*** | | | | |
| **Formative Assessments:**   * Student/Teacher Conversations * Questioning * Peer feedback/Group Discussions * Self-Reflection * Checklists | | | | | | **Benchmarks:**   * Rubric Evaluation   **Summative Assessments:**   * Student Portfolio * Observation * Performance * Reflection * Anecdotal Records | | | | |
| **Differentiated Student Access to Content:**  **Teaching and Learning *Resources/Materials*** | | | | | | | | | | |
| **Core**  **Resources** | **Alternate**  **Core Resources**  ***IEP/504/At-Risk/ESL*** | | | | **ELL**  **Core Resources** | | | **Gifted & Talented**  **Core Resources** | | |
| *Beginner’s Guide to Digital Painting in Photoshop.* Second ed., 3D Total Publishing, 2020.  Bowater, Charlie & Stenning, Derek. *Beginner’s Guide to Digital Painting in Photoshop: Characters.* Illustrated ed., 3D Total Publishing, 2015.  Loomis, Andrew. *Creative Illustrations: The Art of William Andrew Loomis*. Illustrated ed., Titan Books, 2012.  Gurney, James. *Color and Light: A Guide for the Realist Painter*. Second ed., Andrews McMeel Publishing, 2010.  Gurney, James. *Imaginative Realism: How to Paint What Doesn’t Exist*. Illustrated ed., Andrews McMeel Publishing, 2009.  Casey, Todd M. *The Art of Still Life: A Contemporary Guide to Classical Techniques, Composition, and Painting in Oil.* Illustrated ed., Monacelli Studio, 2020. | * 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, or the school’s Occupational or Physical Therapists. | | | | * 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. | | | * Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors. | | |
| **Supplemental Resources** | | | | | | | | | | |
| **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**  ***IEP/504/At-Risk/ESL*** | | | **ELL Core**  **Resources** | | | | **Gifted & Talented**  **Core** |
|  | | | * 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 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. | | | * 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. | | | | * 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 opportunities for extra credit. |

| 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:  *N.J.S.A. 18A 52:16A-88* |  | Holocaust Law:  *N.J.S.A. 18A:35-28* | X | LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35* |  | Standards in Action:  *Climate Change* |

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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: | |
|  |  |