

Marking Period		Unit Title	Recommended Instructional Days
All		Responding	
<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  Presenting  <b>Responding</b>  Connecting	<b>Responding</b>  <b>Anchor Standard 7:</b> Perceiving and analyzing products.  <b>Anchor Standard 8:</b> Interpreting intent and meaning.  <b>Anchor Standard 9:</b> Applying criteria to evaluate 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>Peresenting</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>• <b>Perceive</b></li> <li>• <b>Analyze</b></li> <li>• <b>Interpret</b></li> </ul>	<b>HS Proficient</b> <b>1.5.12prof.Re7 - Perceive</b> <ol style="list-style-type: none"> <li>Hypothesize ways in which art influences perception and understanding of human experiences.</li> <li>Analyze how one's understanding of the world is affected by experiencing visual arts.</li> </ol> <b>1.5.12prof.Re8 - Interpret</b>	<b><u>Activity Description:</u></b> <ul style="list-style-type: none"> <li>• Looking at published works and student works and identifying elements and principles of art &amp; 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 an image.</li> <li>• Looking at published works and student works and identifying messages/themes within them. Example: Identify types of illustration such as book covers, concept art, character designs, etc. and what they are being used for to communicate.</li> <li>• Looking at published works and student works to identify what tools, techniques, and frameworks were used to create an illustration. Example: Analyzing what materials were used to create</li> </ul>	

<b>Connecting</b> <ul style="list-style-type: none"><li>● Synthesize</li><li>● Relate</li></ul>	<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><b>1.5.12prof.Re9 - Analyze</b></p> <p>a. Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	<p>an illustration such as using paint to effectively apply value and color to create tone and representational imagery in a convincing manner.</p> <ul style="list-style-type: none"><li>● 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. Example: Identify symbols, body language, posture, and signifiers to interpret the meanings of each within an illustration and how they are illustrated to convey ideas, dialogue, moods, and events.</li><li>● Observing illustrations and its uses in the commercial world in various forms such as advertisements, publications, conceptual work for digital media, etc.</li></ul>
<b>Enduring Understanding/s:</b>	<b>Essential Question/s:</b>	
<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><b>Perceive</b></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><b>Interpret</b></p> <p>What is the value of engaging in the process of art criticism?</p>	<p><b>Sample Lesson Activity:</b></p> <p>Students will review a variety of Norman Rockwell illustrations and then select one to write a short narrative of the scene that is being depicted and draw two illustrations that will depict the scenes which take place before and after their selected illustration..</p> <p>Students should be able to look for visual evidence within the illustration to provide them with enough information to formulate an idea of what the scene is depicting. They will use their observational skills combined with their own personal experiences and prior knowledge to understand what they are viewing and how they’ve been used to create an effective illustration.</p> <p>Students will write a short narrative of what story the scene is telling its audience, and then sketch an illustration scene that takes place before the Rockwell illustration and another scene that takes place afterwards. By the end, there will be a total of three illustrations which fit together as/in a sequence of events.</p>

	<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><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>	
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b>  <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><b>7- Consolidated EU:</b> 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><b>7- Consolidated EQ:</b> How do artists comprehend and process creative experiences in ways that impact one’s perception and responses to personal life experiences?</p> <p><b>8- Consolidated EU:</b> The process of interpreting artistic expression can be</p>	

	<p>achieved through analysis, expressive intent, context, and personal experiences.</p> <p><b>8- Consolidated EQ:</b> How does understanding an artist's expressive intent help us comprehend, interpret, and personally relate to artistic works.</p> <p><b>9- Consolidated EU:</b> Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.</p> <p><b>9- Consolidated EQ:</b> 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><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>

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>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 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>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> <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,</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 to their individual needs.</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>

	or the school's Occupational or Physical Therapists.		
<b>Supplemental Resources</b>			
<b>Technology:</b> <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> <b>Other:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li></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> </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>

	<ul style="list-style-type: none"> <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 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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<b>Standard 9</b>	
<b>12 Career Ready Practices</b>	____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:



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

Dev. Date:  
2020-2021

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:	