

# Media and Visual Arts Curriculum

## Grade 2



Revised Summer 2021

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# Visual and Performing Arts

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for post-secondary success.

The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

## Philosophy and Rationale

Visual and performing arts are disciplines with creative, intellectual, perceptual, aesthetic, critical, and historical dimensions. They encourage intuitive and emotional responses by developing a student's abilities to create, analyze, recognize, and reorganize. Throughout history, the arts have helped people understand themselves and others in historical, cultural, and aesthetic terms. Experiences in the arts enable us to explore the past, communicate ideas, express feelings, and develop respect for the values, attitudes, and beliefs of others. The arts have an essential service to perform in the curriculum. They are a vital part of the student environment, and it is important that each student have the opportunity for educational experiences. These will help them grow in aesthetic understanding and expression. The arts are not an isolated entity created apart from the world, but are reflective of society and the times in which they are produced, and, therefore, offer insight into the historical and cultural qualities of those civilizations from which they have emerged. As a medium for aesthetic stimulation and personal expression, the arts are an important part of life because they communicate beauty, contribute to the development of individual values, and have an influence upon patterns of behavior. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual arts is critical to our success as we move further into the twenty-first century. Our economic well-being and ability to compete and cooperate in the global marketplace require that our students learn to develop ideas, increase their ability to solve problems, and interact in partnerships—skills inherently learned through the arts.

## Implementation

The arts have the inherent ability to fit naturally into all the areas of curriculum. Hence, it is believed that Visual and Performing Arts should be integrated in a cross-curricular manner, providing students with meaningful connections and interdisciplinary relationships. As a result, the concepts taught will become more concrete and purposeful for the learner. The planning of interdisciplinary units would require collaboration among teachers, and it is the hope of this committee that time and resources will be provided when needed to assist in this cross-curricular endeavor.

## Mission

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

## Vision

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.

# Media and Visual Arts Processes

## **Artistic Process: Creating (CN)**

Anchor Standard 1	Conceptualizing and generating ideas.
Anchor Standard 2	Organizing and developing ideas.
Anchor Standard 3	Refining and completing products.

## **Artistic Process: Performing/Presenting/Producing (PR)**

Anchor Standard 4	Developing and refining techniques and models or steps needed to create products.
Anchor Standard 5	Selecting, analyzing and interpreting work.
Anchor Standard 6	Conveying meaning through art.

## **Artistic Process: Responding(RE)**

Anchor Standard 7	Perceiving and analyzing products.
Anchor Standard 8	Applying criteria to evaluate products.
Anchor Standard 9	Interpreting intent and meaning.

## **Artistic Process: Connecting (CN)**

Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

## Media and Visual Arts Practices

Visual Art	Media Arts
<b>Creating (CR):</b> <ul style="list-style-type: none"><li>● Explore</li><li>● Investigate</li><li>● Reflect, Refine, Continue</li></ul>	<b>Creating(CR):</b> <ul style="list-style-type: none"><li>● Conceive</li><li>● Develop</li><li>● Construct</li></ul>
<b>Performing (PR):</b> <ul style="list-style-type: none"><li>● Select</li><li>● Analyze</li><li>● Share</li></ul>	<b>Performing (PR):</b> <ul style="list-style-type: none"><li>● Integrate</li><li>● Practice</li><li>● Present</li></ul>
<b>Responding (RE):</b> <ul style="list-style-type: none"><li>● Perceive</li><li>● Analyze</li><li>● Interpret</li></ul>	<b>Responding (RE):</b> <ul style="list-style-type: none"><li>● Perceive</li><li>● Evaluate</li><li>● Interpret</li></ul>
<b>Connecting(CN):</b> <ul style="list-style-type: none"><li>● Synthesize</li><li>● Relate</li></ul>	<b>Connecting (CN):</b> <ul style="list-style-type: none"><li>● Synthesize</li><li>● Relate</li></ul>

## Standards in Action

The regional districts believe in offering an interdisciplinary approach to teaching and learning because students are able to make connections and relationships by bringing together separate content disciplines, skills and knowledge around common themes, issues, or problems. The NJ Department of Education mandates the following be identified as areas of study beneficial to integration into all grade levels and content areas.

Please click the hyperlink for further information on each area:

[Career Readiness, Life Literacies, and Key Skills](#)

[Climate Change Education](#)

[Contributions of Disabled and LGBT Individuals](#)

[Holocaust Education](#)

[Amistad Commission](#)

[Social and Emotional Learning](#)

[Diversity, Equity and Inclusion](#)

[Asian American Pacific Islander](#)

## Types of Assessments

Students will be assessed across the units and year in a variety of ways. The link below indicates resources for developing assessments and general examples of assessments that teachers may utilize across all of the content areas.

[Formative, Summative, Alternative, and Benchmark Assessments](#)

## Instructional Units Grade 2

<b>Unit:</b> Creating
<b>Pacing:</b> Ongoing
<b>Unit Summary:</b> Students will be introduced to media arts by exploring materials, ideas and how those can be used to tell stories. Students will connect with multiple art movements, a variety of cultural art throughout history and diverse artists. Upon exposure, students will be inspired by these works to create their own artwork.
<b>Enduring Understandings:</b> <b>Media Arts:</b> <ul style="list-style-type: none"> <li>- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.</li> <li>- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.</li> <li>- The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.</li> </ul> <b>Visual Arts:</b> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, 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.</li> <li>- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</li> </ul>
<b>Essential Questions:</b> <b>Media Arts:</b> <ul style="list-style-type: none"> <li>- How do media artists generate ideas and formulate artistic intent? How does collaboration explain and affect the creative process? How can creative risks be encouraged?</li> <li>- How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?</li> <li>- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?</li> </ul> <b>Visual Arts:</b> <ul style="list-style-type: none"> <li>- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</li> </ul>



- What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

#### **New Jersey Student Learning Standards:**

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Cr1d: Connect and apply ideas for media art production.
- 1.2.2.Cr1e: Choose ideas to create plans for media art production.
- 1.2.2.Cr2a: Explore form ideas for media art production with support.
- 1.2.2.Cr2b: Connect and apply ideas for media art production.
- 1.2.2.Cr2c: Choose ideas to create plans for media art production.
- 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)
- 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.

#### **Practice:**

- Conceive
- Develop
- Construct
- Explore
- Investigate
- Reflect, Refine, Continue

#### **Transfer Task/Performance Task/Assessment Task**

Grade 2: Complete tasks that demonstrate an understanding of the elements and principles of art. Tasks may include but are not limited to identifying elements and principles of art from a variety of artworks (Picasso, Deborah, Butterfield, Peter Max, Da Vinci)

Students will understand there are an infinite number of ways to employ the elements of art and principles of design to express a personal response to a creative problem

<b>Primary Interdisciplinary Connections:</b> Mathematics, Science, Social Studies, Language Arts
<b>Benchmark, Alternate and Formative Assessment Tasks:</b> Group Work, Projects, Discussion, Question and Answer
<b>Career Readiness, Life Literacies, and Key Skills:</b> <ul style="list-style-type: none"> <li>● 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.</li> <li>● 9.4.2.CI.2 Demonstrate originality and inventiveness in work.</li> <li>● 9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</li> <li>● 9.4.2.DC.1 Explain differences between ownership and sharing of information.</li> <li>● 9.4.2.DC.2 Explain the importance of respecting the digital content of others.</li> <li>● 9.4.2.TL.1 Identify the basic features of a digital tool and explain the purpose of the tool.</li> <li>● 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</li> </ul>
<b>Computer Science and Design Thinking:</b> Not identified at this time.
<b>Resources:</b> Posters, internet, books, games, student work, guest speakers
<b>Accommodations &amp; modifications for special education, ELL, G&amp;T, 504 plans and At Risk</b> <a href="https://docs.google.com/document/d/1QOotX2EIuJaPydBBcm-l6_Jo6n-j0uEqI3YX0q3MDVM/edit?usp=sharing">https://docs.google.com/document/d/1QOotX2EIuJaPydBBcm-l6_Jo6n-j0uEqI3YX0q3MDVM/edit?usp=sharing</a> Note** Modifications and accommodations listed in curriculum guides are suggested for all types of learners. Specific student accommodations and modifications listed in an IEP will take priority for each individual student instruction.

<b>Unit:</b> Producing/Presenting
<b>Pacing:</b> Ongoing
<b>Unit Summary/Key Concepts:</b> Students will demonstrate an understanding of how and why art is created. Students will analyze, interpret or convey meaning to the creation of their art using the skills, media, and methods during creating, performing, and/or presenting works of visual art. Students will understand that presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences.
<b>Enduring Understanding:</b> <b>Media Arts:</b> <ul style="list-style-type: none"> <li>- Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.</li> <li>- Understanding connections to varied contexts and daily life enhances a media artist's work.</li> </ul> <b>Visual Arts:</b> <ul style="list-style-type: none"> <li>- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.</li> <li>- 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.</li> <li>- 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.</li> </ul>
<b>Essential Questions:</b> <b>Media Arts:</b> <ul style="list-style-type: none"> <li>- How are complex media arts experiences constructed? At what point is a work considered "complete"?</li> <li>- How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</li> <li>- How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks?</li> </ul> <b>Visual Arts:</b> <ul style="list-style-type: none"> <li>- How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?</li> <li>- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> <li>- 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?</li> </ul>
<b>New Jersey Student Learning Standards</b> <ul style="list-style-type: none"> <li>● 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an ex contribute-2</li> <li>● 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.</li> </ul>

- 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.
- 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
- 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
- 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.
- 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

**Practice:**

- Analyze
- Select
- Share

**Transfer Task/Performance Task/Assessment Task**

Grade 2: Students will be able to develop a plan for displaying and conserving their final artworks. Students consider specific criteria when selecting a presentation, portfolio or collection.

Students understand that the processes of curation help preserve artifacts and artworks. This cultivates appreciation and understanding of social and cultural experiences of artists.

**Primary Interdisciplinary Connections:** Social Studies

**Benchmark, Alternate and Formative Assessment Tasks:** Projects, Discussion, Question and Answer, School-wide displays of student work, End of Year Art Show

**Career Readiness, Life Literacies, and Key Skills:**

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2 Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.TL.1 Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

**Computer Science and Design Thinking:**

Not identified at this time.

**Resources:**

Virtual museum tours, field trips, internet resources, books, etc.

**Accommodations & modifications for special education, ELL, G&T, 504 plans and At Risk**

[https://docs.google.com/document/d/1QOotX2EIuJaPydBBcm-l6\\_Jo6n-j0uEqI3YX0q3MDVM/edit?usp=sharing](https://docs.google.com/document/d/1QOotX2EIuJaPydBBcm-l6_Jo6n-j0uEqI3YX0q3MDVM/edit?usp=sharing)

Note\*\* Modifications and accommodations listed in curriculum guides are suggested for all types of learners. Specific student accommodations and modifications listed in an IEP will take priority for each individual student instruction.

<b>Unit:</b> Responding
<b>Pacing:</b> Ongoing
<b>Unit Summary/Key Concepts:</b> Demonstrate and apply an understanding of the arts philosophies, judgment, and analysis to works of visual art. Evaluative tools, such as rubrics and critique, can help in evaluating artwork objectively. Students will be exposed to various artists, artistic movements, and diverse cultures. Students will interpret and analyze artworks from these contexts. Class discussions will include how artists use their social and cultural context in their artwork.
<b>Enduring Understandings:</b> <b>Visual Arts:</b> <ul style="list-style-type: none"> <li>- 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.</li> <li>- People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>- People evaluate art based on various criteria.</li> </ul> <b>Media Arts:</b> <ul style="list-style-type: none"> <li>- Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</li> <li>- Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.</li> <li>- : Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.</li> </ul>
<b>Essential Questions:</b> <b>Visual Arts:</b> <ul style="list-style-type: none"> <li>- 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?</li> <li>- What is the value of engaging in the 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?</li> <li>- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</li> </ul> <b>Media Arts:</b> <ul style="list-style-type: none"> <li>- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?</li> <li>- How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?</li> <li>- How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?</li> </ul>
<b>New Jersey Student Learning Standards</b> <ul style="list-style-type: none"> <li>● 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</li> <li>● 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</li> </ul>

- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
- 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.
- 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.
- 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

**Practice:**

- Perceive
- Interpret
- Analyze
- Evaluate

**Transfer Task/Performance Task/Assessment Task**

Grade 2: Students will complete tasks that include creating works of art inspired by a variety of artists, artistic movements, or cultures that demonstrates and or explains an understanding of arts' philosophies and analysis. Students will compare and contrast artwork from different cultures, genres and/or social contexts.

**Primary Interdisciplinary Connections:** Social Studies

**Benchmark, Alternate and Formative Assessment Tasks:** Group Work, Question and Answer

**Career Readiness, Life Literacies, and Key Skills:**

Not identified at this time.

**Computer Science and Design Thinking:**

Not identified at this time.

**Resources:**

Virtual images, Posters, internet, books, current events, rubrics

**Accommodations & modifications for special education, ELL, G&T, 504 plans and At Risk**

[https://docs.google.com/document/d/1QOotX2EIuJaPydBBcm-l6\\_Jo6n-j0uEqI3YX0q3MDVM/edit?usp=sharing](https://docs.google.com/document/d/1QOotX2EIuJaPydBBcm-l6_Jo6n-j0uEqI3YX0q3MDVM/edit?usp=sharing)

Note\*\* Modifications and accommodations listed in curriculum guides are suggested for all types of learners. Specific student accommodations and modifications listed in an IEP will take priority for each individual student instruction.

<b>Unit:</b> Connecting
<b>Pacing:</b> Ongoing
<b>Unit Summary/Key Concepts:</b> Upon exposure to various artists, artistic movements, and diverse cultures, students will be able to make connections with their personal experiences and artwork to the content and context that is being taught <b>Visual Arts:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures. <b>Media Arts:</b> In Media Arts, students make and respond using Media Arts knowledge, understanding and skills to represent meaning associated with personal and global views. .
<b>Enduring Understanding:</b> <b>Visual Arts:</b> <ul style="list-style-type: none"> <li>- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li> <li>- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</li> </ul> <b>Media Arts:</b> <ul style="list-style-type: none"> <li>- Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.</li> <li>- Understanding connections to varied contexts and daily life enhances a media artist's work.</li> </ul>
<b>Essential Questions:</b> <b>Visual Arts:</b> <ul style="list-style-type: none"> <li>- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</li> <li>- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</li> </ul> <b>Media Arts:</b> <ul style="list-style-type: none"> <li>- How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?</li> <li>- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?</li> </ul>
<b>New Jersey Student Learning Standards</b> <ul style="list-style-type: none"> <li>● 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community</li> <li>● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art</li> <li>● 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.</li> <li>● 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.</li> </ul>



- 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.
- 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
- 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

**Practice:**

- Synthesize
- Relate

**Transfer Task/Performance Task/Assessment Task**

Grade 2

**Visual Arts:**

Using age-appropriate stylistic terminology (e.g. cubist, surrealist, impressionistic) and experimenting with various compositional approaches, students will recognize works of visual art are a reflection of a society's values and beliefs. Through making art, students make meaning by investigating their awareness of culture and personal experiences.

**Media Arts**

Students will be able to explain, evaluate, and demonstrate about how media arts expand meaning and knowledge and create cultural experiences.

**Primary Interdisciplinary Connections:** Social Studies, World Language, Language Arts

**Benchmark, Alternate and Formative Assessment Tasks:** Group Work, Projects, Discussion, Question and Answer

**Career Readiness, Life Literacies, and Key Skills:**

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**Computer Science and Design Thinking:**

Not identified at this time.

**Resources:**

Virtual images, posters, webpages, books, student work, guest speakers/artists

**Accommodations & modifications for special education, ELL, G&T, 504 plans and At Risk**

[https://docs.google.com/document/d/1QOotX2EIuJaPydBBcm-l6\\_Jo6n-j0uEqI3YX0q3MDVM/edit?usp=sharing](https://docs.google.com/document/d/1QOotX2EIuJaPydBBcm-l6_Jo6n-j0uEqI3YX0q3MDVM/edit?usp=sharing)

Note\*\* Modifications and accommodations listed in curriculum guides are suggested for all types of learners. Specific student accommodations and modifications listed in an IEP will take priority for each individual student instruction.