

**Media and Visual Arts  
Curriculum  
Grade 8**



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 8

<b>Unit:</b> Creating
<b>Pacing:</b> Ongoing
<b>Unit Summary:</b> 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>Media Arts:</b> In Media Arts, students create visual representations that communicate, challenge and express their own and others' ideas, as both artist and audience. <b>Visual Arts:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.
<b>Enduring Understandings:</b> <b>Media Art:</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 Art:</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> <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> <li>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?</li> </ul>
<b>New Jersey Student Learning Standards:</b>

- 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
- 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.
- 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.
- 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.
- 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

**Practice:**

- Explore
- Investigate
- Reflect, Refine, Continue

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

*Students will apply the skills, knowledge, and/or attitudes that were learned into the following...*

**Media Arts:** Students will be able to collaborate and generate ideas for media artwork using a variety of tools, methods, and/or materials. Tasks may include brainstorming with peers to generate new ideas, plans, and models for media artwork. Artwork will be assessed using a digital rubric on a preferred LMS (learning management system).

**Visual Arts:** 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 and media. Artwork will be assessed using a rubric.

**Primary Interdisciplinary Connections:** Mathematics, Science, Social Studies, Language Arts

**Benchmark, Alternate and Formative Assessment Tasks:** Group Work, Projects, Discussion, Question and Answer, Teacher Observation, and Skill Testing

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

- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

**Computer Science and Design Thinking:**

Not identified at this time.

**Resources:** Virtual images, posters, internet resources, books, games, student work, guest speakers

**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> Producing
<b>Pacing:</b> Ongoing
<b>Unit Summary:</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 media and visual art. Students will understand that presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences.
<b>Enduring Understandings:</b> <b>Media Arts:</b> <ul style="list-style-type: none"> <li>Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.</li> <li>Media artists require a range of skills and abilities to creatively solve problems.</li> <li>Media artists present, share and distribute media artworks through various social, cultural and political contexts.</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> <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> <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 do 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>New Jersey Student Learning Standards:</b> <ul style="list-style-type: none"> <li>1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).</li> <li>1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., selfinitiative, problem solving, collaborative communication) through performing various roles in producing media artworks.</li> </ul>

- 1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.
- 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.
- 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.
- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

**Practice:**

- Analyze
- Select
- Share
- Practice
- Integrate
- Present

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

**Media Arts:** Students will be able to develop and demonstrate a variety of artistic design, technical, and soft skills through producing media artworks. Students will be able to analyze benefits and impacts from presenting media artworks in various formats. Artwork will be assessed using a digital rubric on a preferred LMS (learning management system).

**Visual Arts:**

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. Artwork will be assessed using a rubric.

**Primary Interdisciplinary Connections:** Social Studies

**Benchmark, Alternate and Formative Assessment Tasks:** Projects, Discussion, School-Wide Displays of Art, Question and Answer, End of the Year Show of Student Artwork

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

Not identified at this time.

**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.

## **Unit: Responding**

**Pacing:** Ongoing

**Unit Summary:** Demonstrate and apply an understanding of the arts philosophies, judgment, and analysis to works of both media and 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.

### **Enduring Understandings:**

#### **Media Arts:**

- An 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.
- 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.
- Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.

#### **Visual Arts:**

- 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 art based on various criteria

### **Essential Questions:**

- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
- 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?
- 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?
- 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?
- 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?
- 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?

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

- 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
- 1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

- 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
- 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

**Practice:**

- Perceive
- Interpret
- Analyze

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

**Media Arts:** Students will be able to compare, contrast, and analyze qualities and style in media artwork. Students will be able to interpret and appreciate media artworks. Students will be able to evaluate media artworks and production processes using identified criteria while considering context and artistic goals.

**Visual Arts:** 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 Works, Projects, Discussion, Rubrics, Question and Answer, Teacher Observation, Critique, Self and Peer Evaluations

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

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

**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:</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>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>Visual Arts:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.
<b>Enduring Understandings:</b> <b>Media Arts:</b> <ul style="list-style-type: none"> <li>• Through creating media artworks, people make meaning by investigating and developing an 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>• 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>Essential Questions:</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> <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>• 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.</li> <li>• 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.</li> <li>• 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).</li> </ul>

- 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).
- 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

**Practice:**

- Synthesize
- Relate

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

**Media Arts:** Students will be able to explain, evaluate, and demonstrate about how media arts expand meaning and knowledge and create cultural experiences. Students will be able to access and use internal and external resources to educate about the creation of media artworks.

**Visual Arts:** Using age-appropriate stylistic terminology (e.g. cubist, surrealistic, 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.

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

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

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

- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8)
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

**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.