

Media Arts

A unique medium of artistic expression that can amplify and integrate the four traditional art forms by incorporating the technological advances of the contemporary world with emerging skill sets available to students and teachers. Media arts cultivate both artistic abilities and a technological aptitude. The media artist utilizes a fundamental understanding of the mediums of analog and digital media to integrate digital technologies with traditional forms of artistic expression. Media arts is defined as all genres and forms that use electronic media, film and technology (analog and digital; old and new) as an artistic medium or a medium to broaden arts appreciation and awareness of any discipline. This includes projects presented via film, television, radio, audio, video, the Internet, interactive and mobile technologies, video games, immersive and multi-platform storytelling, and satellite streaming.

Climate
Equity and Inclusion
SEL
Holocaust
Amistad
Career Readiness, Life Literacies, and Key Skills

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Media Arts	Grade Level: K-2
Unit 1: Creating Media Arts	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do media artists generate ideas and formulate artistic intent? ● How does collaboration expand and affect the creative process? ● How can creative risks be encouraged? ● How do media artists work and determine whether a particular direction in their work would be effective? ● How can an artist construct, improve, and/or refine a media 	<p>Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.</p> <p>Collaborating with other artists can expand the creative process by successfully blending a multitude of ideas to create one final product. Much media communication, either in production or in dissemination as mass media, requires effective group collaboration for success.</p> <p>Taking risks with creativity can prove to be successful when forming a final product in media arts.</p> <p>Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.</p> <p>The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.</p>

<p>artwork that conveys purpose, meaning and artistic quality?</p> <ul style="list-style-type: none"> • How can media arts influence people about climate change? 	<p>Media arts use a variety of ways to influence climate change.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching, and modeling.</p> <p>1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.</p> <p>1.2.2.Cr1c: Explore form ideas for media art production with support.</p> <p>1.2.2.Cr1d: Connect and apply ideas for media art production.</p> <p>1.2.2.Cr1e: Choose ideas to create plans for media art production.</p> <p>1.2.2.Cr2a: Explore form ideas for media art production with support.</p> <p>1.2.2.Cr2b: Connect and apply ideas for media art production.</p> <p>1.2.2.Cr2c: Choose ideas to create plans for media art production.</p> <p>1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern,</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to conceive and use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. • Students will be able to plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning, while sometimes taking risks with their creativity. • Students will be able to form, integrate and refine the aesthetic components, principles and processes creating purpose, meaning and artistic quality in media artworks. • Students will be able to use media arts in a variety of ways to convey ideas about climate change. <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>

positioning, attention, and repetition.)
1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications:

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology-

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

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.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Unit Resources:

- Websites:

- <https://why.pbslearningmedia.org/subjects/the-arts/visual-art/visual-art-media/>
- <https://www.davisart.com/>
- <https://kids.nationalgeographic.com/science/article/climate-change>
- <https://www.spps.org/Page/23303>
- <https://americanart.si.edu/exhibitions/watch-this-revelations>
- <https://www.scholastic.com/parents/school-success/learning-toolkit-blog/4-websites-where-kids-can-create-digital-art.html>
- https://wildaid.org/programs/climate/?gclid=Cj0KCQjwvaeJBhCvARIsABgTDM6FqYLysmDiiljA75XEjr2uMIlbHcM8r1N2W8ovTa6hN4ocdRj5stwaAglyEALw_wcB -Climate change
- https://www.wildcenter.org/our-work/youth-climate-program/resources/?gclid=Cj0KCQjwvaeJBhCvARIsABgTDM6dwm8K0g3AyQKGNhHfEtcP4UJOKVWN5CwLPpTgLaN7GHFIhdJfvEaAolZEALw_wcB -Climate change

Unit Assessment Opportunities: Journal Entries and Response Sheets

- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Media Arts	Grade Level: K-2
Unit 2: Producing Media Arts	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How are complex media arts experiences constructed? ● At what point is a work considered "complete"? ● How are creativity and innovation developed within and through media arts productions? 	<p>Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.</p> <p>A work is considered complete when the artist has fully researched, edited, and produced their art</p> <p>Media artists require a range of skills and abilities to creatively solve problems.</p>

<ul style="list-style-type: none"> • How do tools such as time, place, audience, and context affect presenting or performing choices for media artworks? • Why do various venues exist for presenting, sharing or distributing media artworks and how can presenting or sharing media artworks in a public format help a media artist learn and grow? 	<p>Media artists employ the elements of space, time, light, motion, color, and sound to express their perspectives, feelings, and ideas to present/perform their work.</p> <p>Media artists present, share and distribute media artworks through various social, cultural and political contexts and venues to reach a broader audience as well as an audience that the art is geared towards, and one that will provide feedback that will help the artist grow and succeed.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>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.</p> <p>1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.</p> <p>1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.</p> <p>1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to integrate various media and content to develop complex, unified artworks through a process of creation and communication. • Students will be able to practice a range of skills and abilities to creatively solve problems. • Students will be able to present, share and distribute “complete” media artworks through various social, cultural and political contexts. • Students will be able to employ the elements of space, time, light, motion, color, and sound to express their perspectives, feelings, and ideas to present/perform their work. • Students will be able to present, share and distribute media artworks through various social, cultural and political contexts and venues to reach a broader audience as well as an audience that the art is geared towards, and one that will provide feedback that will help the artist grow and succeed.

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.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

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SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

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ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology-

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

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.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

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 - <https://www.scholastic.com/parents/school-success/learning-toolkit-blog/4-websites-where-kids-can-create-digital-art.html>

Unit Assessment Opportunities: Journal Entries and Response Sheets

- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Media Arts	Grade Level: K-2
Unit 3: Responding to Media Arts	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● 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? 	<p>Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes.</p> <p>Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</p> <p>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.</p>

<ul style="list-style-type: none"> • 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, evaluate, critique, and judge media artworks? • How is a personal preference different from an evaluation? 	<p>Some forms of media art are written text such as newspapers, magazines, and online printed media; subtitles and closed-captioning are ways of converting visual media art to a way for a viewer to "read" it.</p> <p>Knowing and using arts vocabulary enables us to make informed judgments about media arts and observe, discriminate, compare, and contrast works of art, and use expressive language to explain their assessments.</p> <p>Evaluation and critique are vital components of experiencing, appreciating, improving, and producing media artworks.</p> <p>A personal preference is merely a like or dislike of a certain media artwork, where an evaluation uses formal components of critique to judge a piece of work</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>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</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to perceive and appreciate media artworks as influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. • Students will be able to interpret and appreciate artwork and its media required consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. • Students will be able to evaluate and critique are vital components of experiencing, appreciating and producing media artworks. • Students will be able to identify and use art vocabulary when creating or evaluating art

parts, and discuss improvements for media artworks, considering their context.

- Students will be able to integrate, describe, and/or evaluate various global issues, including climate change, and how it fits into different methods of media art.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications:

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology-

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

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.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

- Websites:

- <https://kids.nationalgeographic.com/science/article/climate-change>
- <https://why.pbslearningmedia.org/subjects/the-arts/visual-art/visual-art-media/>
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Unit Assessment Opportunities: Journal Entries and Response Sheets

- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration

- Projects
- Rubrics
- Unit Test Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Media Arts	Grade Level: K-2
Unit 4: Connecting to Media Arts	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How does engaging in creating media artworks enrich people's lives? ● How does making media artworks attune people to their own surroundings and 	<p>Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.</p> <p>Media artworks include written and visual works that can connect people to their surroundings as well as other lives and communities through outlets such as radio, television, newspapers and magazines, and online articles.</p>

<p>make them aware of various lives and communities?</p> <ul style="list-style-type: none"> • 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? 	<p>Art helps us understand and respect personal, cultural, and historical contexts and the effects of media in shaping and extending human communication.</p> <p>Media arts conveys facts, opinions and a multitude of ideas through many types of media outlets such as drawings and paintings, political cartoons, newspapers, radio, television etc. that can strengthen and/or change one's views of a society.</p> <p>Art mirrors aspects of life, such as climate change, education, technology, careers, parenting, childhood, politics, etc through various media outlets such as video games, newspaper, magazines, radio, internet, etc.</p> <p>Other arts and disciplines, such as technology, music, and dance, as well as aspects of daily life influence and inform the processes of creating, performing, and responding to media arts</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks. 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,</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to synthesize media artworks, people make meaning by investigating and developing awareness of culture and experiences. • Students will be able to relate and understand connections to varied contexts and how daily life enhances a media artist's work. • Students will be able to describe ways media art, along with other arts, impacts the views of a society and how those arts mirror aspects of life

<p>messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.</p> <p>1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.</p>	<p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications:</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21st Century Skills:</p> <p>ELA/Literacy - NJSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Mathematics/Technology-</p>	

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

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.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

- Websites:

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Unit Assessment Opportunities: Journal Entries and Response Sheets

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- Collaboration
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- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz

- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Media Arts	Grade Level: 3-5
Unit 1: Creating Media Arts	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do media artists generate ideas and formulate artistic intent? 	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

<ul style="list-style-type: none"> • How does collaboration expand and affect the creative process? • How can creative risks be encouraged? • How do media artists work and determine whether a particular direction in their work would be effective? • How can an artist construct, improve, and/or refine a media artwork that conveys purpose, meaning and artistic quality? • How can media arts influence people about climate change? 	<p>Collaborating with other artists can expand the creative process by successfully blending a multitude of ideas to create one final product. Much media communication, either in production or in dissemination as mass media, requires effective group collaboration for success.</p> <p>Taking risks with creativity can prove to be successful when forming a final product in media arts.</p> <p>Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.</p> <p>The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.</p> <p>Media arts use a variety of ways to influence climate change.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.</p> <p>1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.</p> <p>1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to conceive and use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. • Students will be able to plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning, while sometimes taking risks with their creativity.

1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.
1.2.5.Cr1e: Model ideas and plans in an effective direction.
1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.
1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.
1.2.5.Cr2b: Model ideas, plan in an effective direction.
1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.
1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.
1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

- Students will be able to form, integrate and refine the aesthetic components, principles and processes creating purpose, meaning and artistic quality in media artworks.
- Students will be able to use media arts in a variety of ways to convey ideas about climate change.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications:

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

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ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology -

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews

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.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

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FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide

Subject: Media Arts	Grade Level: 3-5
Unit 2: Producing Media Arts	Pacing: 7-8 classes
Essential Questions	Enduring Understandings

<ul style="list-style-type: none"> • How are complex media arts experiences constructed? • At what point is a work considered "complete"? • How are creativity and innovation developed within and through media arts productions? • How do tools such as time, place, audience, and context affect presenting or performing choices for media artworks? • Why do various venues exist for presenting, sharing or distributing media artworks and how can presenting or sharing media artworks in a public format help a media artist learn and grow? 	<p>Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.</p> <p>A work is considered complete when the artist has fully researched, edited, and produced their art</p> <p>Media artists require a range of skills and abilities to creatively solve problems.</p> <p>Media artists employ the elements of space, time, light, motion, color, and sound to express their perspectives, feelings, and ideas to present/perform their work</p> <p>Media artists present, share and distribute media artworks through various social, cultural and political contexts and venues to reach a broader audience as well as an audience that the art is geared towards, and one that will provide feedback that will help the artist grow and succeed.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to integrate various media and content to develop complex, unified artworks through a process of creation and communication.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.

1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.

1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.

1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.

1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.

1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

- Students will be able to practice a range of skills and abilities to creatively solve problems.
- Students will be able to present, share and distribute “complete” media artworks through various social, cultural and political contexts.
- Students will be able to employ the elements of space, time, light, motion, color, and sound to express their perspectives, feelings, and ideas to present/perform their work.
- Students will be able to present, share and distribute media artworks through various social, cultural and political contexts and venues to reach a broader audience as well as an audience that the art is geared towards, and one that will provide feedback that will help the artist grow and succeed.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications:

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology -

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews

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.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

- Websites:

- <https://why.pbslearningmedia.org/subjects/the-arts/visual-art/visual-art-media/>
- <https://www.davisart.com/>
- <https://www.spps.org/Page/23303>
- <https://americanart.si.edu/exhibitions/watch-this-revelations>

- o <https://www.scholastic.com/parents/school-success/learning-toolkit-blog/4-websites-where-kids-can-create-digital-art.html>

Unit Assessment Opportunities: Journal Entries and Response Sheets

- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Media Arts	Grade Level: 3-5
Unit 3: Responding to Media Arts	Pacing: 7-8 classes

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● 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, evaluate, critique, and judge media artworks? ● How is a personal preference different from an evaluation? 	<p>Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes.</p> <p>Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</p> <p>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.</p> <p>Some forms of media art are written text such as newspapers, magazines, and online printed media; subtitles and closed-captioning are ways of converting visual media art to a way for a viewer to "read" it.</p> <p>Knowing and using arts vocabulary enables us to make informed judgments about media arts and observe, discriminate, compare, and contrast works of art, and use expressive language to explain their assessments.</p> <p>Evaluation and critique are vital components of experiencing, appreciating, improving, and producing media artworks.</p> <p>A personal preference is merely a like or dislike of a certain media artwork, where an evaluation uses formal components of critique to judge a piece of work</p>
NJSL-S Standards	Classroom Applications
1.2.5.Re7a: Identify, describe, explain and differentiate how	Objectives:

messages and meaning are created by components in media artworks.

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

- Students will be able to perceive and appreciate media artworks as influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.
- Students will be able to interpret and appreciate artwork and its media required consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.
- Students will be able to evaluate and critique are vital components of experiencing, appreciating and producing media artworks.
- Students will be able to identify and use art vocabulary when creating or evaluating art.
- Students will be able to integrate, describe, and/or evaluate various global issues, including climate change, and how it fits into different methods of media art.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications:

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology -

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews

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.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

- Websites:

- o <https://why.pbslearningmedia.org/subjects/the-arts/visual-art/visual-art-media/>
- o <https://www.davisart.com/>
- o <https://kids.nationalgeographic.com/science/article/climate-change>
- o <https://www.spps.org/Page/23303>
- o <https://americanart.si.edu/exhibitions/watch-this-revelations>
- o <https://www.scholastic.com/parents/school-success/learning-toolkit-blog/4-websites-where-kids-can-create-digital-art.html>

Unit Assessment Opportunities: Journal Entries and Response Sheets

- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
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FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide

Subject: Media Arts	Grade Level: 3-5
Unit 4: Connecting to Media Arts	Pacing: 7-8 classes
Essential Questions	Enduring Understandings

<ul style="list-style-type: none"> ● How does engaging in creating media artworks enrich people's lives? ● How does making media artworks attune people to their own surroundings and make them aware of various lives and communities? ● 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? 	<p>Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.</p> <p>Media artworks include written and visual works that can connect people to their surroundings as well as other lives and communities through outlets such as radio, television, newspapers and magazines, and online articles.</p> <p>Art helps us understand and respect personal, cultural, and historical contexts and the effects of media in shaping and extending human communication.</p> <p>Media arts conveys facts, opinions and a multitude of ideas through many types of media outlets such as drawings and paintings, political cartoons, newspapers, radio, television etc. that can strengthen and/or change one's views of a society.</p> <p>Art mirrors aspects of life, such as climate change, education, technology, careers, parenting, childhood, politics, etc through various media outlets such as video games, newspaper, magazines, radio, internet, etc.</p> <p>Other arts and disciplines, such as technology, music, and dance, as well as aspects of daily life influence and inform the processes of creating, performing, and responding to media arts</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>1.2.5.Cn10a: Use, examine and access internal and external resources to create media</p>	<p>Objectives:</p>

artworks, such as interests, knowledge and experiences.
1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.
1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).
1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.

- Students will be able to synthesize media artworks, people make meaning by investigating and developing awareness of culture and experiences.
- Students will be able to relate and understand connections to varied contexts and how daily life enhances a media artist's work.
- Students will be able to describe ways media art, along with other arts, impacts the views of a society and how those arts mirror aspects of life

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications:

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology -

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews

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.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

- Websites:

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- <https://www.scholastic.com/parents/school-success/learning-toolkit-blog/4-websites-where-kids-can-create-digital-art.html>

Unit Assessment Opportunities: Journal Entries and Response Sheets

- Observations, Questioning, and discussions
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FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide

Subject: Media Arts	Grade Level: 6-8
Unit 1: Creating Media Arts	Pacing: 7-8 classes
Essential Questions	Enduring Understandings

<ul style="list-style-type: none"> • How do media artists generate ideas and formulate artistic intent? • How does collaboration expand and affect the creative process? • How can creative risks be encouraged? • How do media artists work and determine whether a particular direction in their work would be effective? • How can an artist construct, improve, and/or refine a media artwork that conveys purpose, meaning and artistic quality? • How can media arts influence people about climate change? 	<p>Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.</p> <p>Collaborating with other artists can expand the creative process by successfully blending a multitude of ideas to create one final product. Much media communication, either in production or in dissemination as mass media, requires effective group collaboration for success.</p> <p>Taking risks with creativity can prove to be successful when forming a final product in media arts.</p> <p>Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.</p> <p>The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.</p> <p>Media arts use a variety of ways to influence climate change.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>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,</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to conceive and use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

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.

- Students will be able to plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning, while sometimes taking risks with their creativity.
- Students will be able to form, integrate and refine the aesthetic components, principles and processes creating purpose, meaning and artistic quality in media artworks.
- Students will be able to use media arts in a variety of ways to convey ideas about climate change.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications:

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology -

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

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.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

- Websites:

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- <https://americanart.si.edu/exhibitions/watch-this-revelations>
- https://wildaid.org/programs/climate/?gclid=Cj0KCQjwvaeJBhCvARIsABgTDM6FqYLysmDiiljA75XEjr2uMIlbHcM8r1N2W8ovTa6hN4ocdRj5stwaAglyEALw_wcB -Climate change
- https://www.wildcenter.org/our-work/youth-climate-program/resources/?gclid=Cj0KCQjwvaeJBhCvARIsABgTDM6dwm8K0g3AyQKGNnHfEtcP4UJOKVWN5CwLPpTgLaN7GHFIImhdJfvEaAolZEALw_wcB -Climate change
- <https://sdaamfa.org/> - AA media arts

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide

Subject: Media Arts	Grade Level: 6-8
Unit 2: Producing Media Arts	Pacing: 7-8 classes

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How are complex media arts experiences constructed? ● At what point is a work considered "complete"? ● How are creativity and innovation developed within and through media arts productions? ● How do tools such as time, place, audience, and context affect presenting or performing choices for media artworks? ● Why do various venues exist for presenting, sharing or distributing media artworks and how can presenting or sharing media artworks in a public format help a media artist learn and grow? 	<p>Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.</p> <p>A work is considered complete when the artist has fully researched, edited, and produced their art</p> <p>Media artists require a range of skills and abilities to creatively solve problems.</p> <p>Media artists employ the elements of space, time, light, motion, color, and sound to express their perspectives, feelings, and ideas to present/perform their work.</p> <p>Media artists present, share and distribute media artworks through various social, cultural and political contexts and venues to reach a broader audience as well as an audience that the art is geared towards, and one that will provide feedback that will help the artist grow and succeed.</p>
NJSL-S Standards	Classroom Applications
<p>1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to integrate various media and content to develop complex, unified artworks through a process of creation and communication.

implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self- initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

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.

- Students will be able to practice a range of skills and abilities to creatively solve problems.
- Students will be able to present, share and distribute “complete” media artworks through various social, cultural and political contexts.
- Students will be able to employ the elements of space, time, light, motion, color, and sound to express their perspectives, feelings, and ideas to present/perform their work.
- Students will be able to present, share and distribute media artworks through various social, cultural and political contexts and venues to reach a broader audience as well as an audience that the art is geared towards, and one that will provide feedback that will help the artist grow and succeed.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications:

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology -

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

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9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

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- o https://wildaid.org/programs/climate/?gclid=Cj0KCQjwvaeJBhCvARIsABgTDM6FqYLysmDiiljA75XEjr2uMIlbHcM8r1N2W8ovTa6hN4ocdRj5stwaAglyEALw_wcB -Climate change
- o https://www.wildcenter.org/our-work/youth-climate-program/resources/?gclid=Cj0KCQjwvaeJBhCvARIsABgTDM6dwm8K0g3AyQKGNnHfEtcP4UJOKVWN5CwLPpTgLaN7GHFImhdJfvEaAolZEALw_wcB -Climate change

Unit Assessment Opportunities: Journal Entries and Response Sheets

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FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide

Subject: Media Arts	Grade Level: 6-8
Unit 3: Responding to Media Arts	Pacing: 7-8 classes

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● 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, evaluate, critique, and judge media artworks? ● How is a personal preference different from an evaluation? 	<p>Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes.</p> <p>Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</p> <p>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.</p> <p>Some forms of media art are written text such as newspapers, magazines, and online printed media; subtitles and closed-captioning are ways of converting visual media art to a way for a viewer to "read" it.</p> <p>Knowing and using arts vocabulary enables us to make informed judgments about media arts and observe, discriminate, compare, and contrast works of art, and use expressive language to explain their assessments.</p> <p>Evaluation and critique are vital components of experiencing, appreciating, improving, and producing media artworks.</p> <p>A personal preference is merely a like or dislike of a certain media artwork, where an evaluation uses formal components of critique to judge a piece of work</p>
NJSL-S Standards	Classroom Applications
1.2.8.Re7a: Compare, contrast and analyze the qualities of and	Objectives:

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.

- Students will be able to perceive and appreciate media artworks as influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.
- Students will be able to interpret and appreciate artwork and its media required consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.
- Students will be able to evaluate and critique are vital components of experiencing, appreciating and producing media artworks.
- Students will be able to identify and use art vocabulary when creating or evaluating art
- Students will be able to integrate, describe, and/or evaluate various global issues, including climate change, and how it fits into different methods of media art.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications:

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology -

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

21st Century Skills –

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Unit Resources:

- Websites: <https://why.pbslearningmedia.org/subjects/the-arts/visual-art/visual-art-media/>
 - <https://www.davisart.com/>
 - <https://www.spps.org/Page/23303>
 - <https://kids.nationalgeographic.com/science/article/climate-change>

- o <https://americanart.si.edu/exhibitions/watch-this-revelations>
- o https://wildaid.org/programs/climate/?gclid=Cj0KCQjwvaeJBhCvARIsABgTDM6FqYLysmDiiljA75XEjr2uMIlbHcM8r1N2W8ovTa6hN4ocdRj5stwaAglyEALw_wcB -Climate change
- o https://www.wildcenter.org/our-work/youth-climate-program/resources/?gclid=Cj0KCQjwvaeJBhCvARIsABgTDM6dwm8K0g3AyQKGNnHfEtcP4UJOKVWN5CwLPpTgLaN7GHFI mhdJfvEaAolZEALw_wcB -Climate change

Unit Assessment Opportunities: Journal Entries and Response Sheets

- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

FAIRFIELD TOWNSHIP SCHOOL Performing Arts Curriculum Guide

Subject: Media Arts	Grade Level: 6-8
Unit 4: Connecting to Media Arts	Pacing: 7-8 classes
Essential Questions	Enduring Understandings

<ul style="list-style-type: none"> ● How does engaging in creating media artworks enrich people's lives? ● How does making media artworks attune people to their own surroundings and make them aware of various lives and communities? ● 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? 	<p>Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.</p> <p>Media artworks include written and visual works that can connect people to their surroundings as well as other lives and communities through outlets such as radio, television, newspapers and magazines, and online articles.</p> <p>Art helps us understand and respect personal, cultural, and historical contexts and the effects of media in shaping and extending human communication.</p> <p>Media arts conveys facts, opinions and a multitude of ideas through many types of media outlets such as drawings and paintings, political cartoons, newspapers, radio, television etc. that can strengthen and/or change one's views of a society.</p> <p>Art mirrors aspects of life, such as climate change, education, technology, careers, parenting, childhood, politics, etc through various media outlets such as video games, newspaper, magazines, radio, internet, etc.</p> <p>Other arts and disciplines, such as technology, music, and dance, as well as aspects of daily life influence and inform the processes of creating, performing, and responding to media arts</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation</p>	<p>Objectives:</p>

of media artworks, such as cultural and societal knowledge, research and exemplary works.
1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.
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).
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).

- Students will be able to synthesize media artworks, people make meaning by investigating and developing awareness of culture and experiences.
- Students will be able to relate and understand connections to varied contexts and how daily life enhances a media artist's work.
- Students will be able to describe ways media art, along with other arts, impacts the views of a society and how those arts mirror aspects of life

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

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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.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

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- o <https://why.pbslearningmedia.org/subjects/the-arts/visual-art/visual-art-media/>
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- o <https://www.spps.org/Page/23303>
- o <https://americanart.si.edu/exhibitions/watch-this-revelations>
- o https://wildaid.org/programs/climate/?gclid=Cj0KCQjwvaeJBhCvARIsABgTDM6FqYLysmDiiljA75XEjr2uMIlbHcM8r1N2W8ovTa6hN4ocdRj5stwaAglyEALw_wcB -Climate change
- o https://www.wildcenter.org/our-work/youth-climate-program/resources/?gclid=Cj0KCQjwvaeJBhCvARIsABgTDM6dwm8K0g3AyQKGNhHfEtcP4UJOKVWN5CwLPpTgLaN7GHFImhdJfvEaAolZEALw_wcB -Climate change

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