Visual and Performing Arts
Media Curriculum

Banded K-2, 3-5, 6-8

Ogdensburg School District

Born: May 4, 2021

CONTENTS

Rationale

Ogdensburg Borough Public School creates a foundation for students to understand the world around them. Understanding the world and universe occurs as students work collaboratively. Providing experiences in the arts offer opportunities for students to develop critical thinking, innovation, and creativity. First hand experiences are integral for students to develop students' efficacy in their understanding of the world and universe and develop decision making skills, enhances self-awareness, self-esteem, and self management skills.

Mission

Ogdensburg Borough Public School students will develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities through the Visual and Performing Arts program. The skills will allow them to become active, contributing members in a global society.

Vision

Ogdensburg Borough Public School believes that students should have equitable access to a quality arts education that leads to literacy and fluency in the arts and their practices of the five art disciplines as a road to:

- 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.

Link to NJSLS

LIFELONG GOALS

The Arts as:	Lifelong Goal
Communication	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.
Creative Personal Realization	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.
Culture, History, and Connectors	Artistically literate citizens know and understand works of art from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres. They also seek to understand relationships among the arts and cultivate habits of searching for and identifying patterns and relationships between the arts and other content.
Means to Well-Being	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.
Community Engagement	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

NJSLS-VPA Structure

Artistic processes, anchor standards, practices, and performance expectations make up the NJSLS-VPA. The **artistic processes:** *creating, performing/presenting/producing, responding, and connecting*, are the foundation for developing artistic literacy and fluency in the arts. These processes are the cognitive and physical actions by which arts learning and making are realized across the five arts disciplines.

Eleven **anchor standards** describe the general knowledge and skills that students are to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and serve as the tangible educational expression of artistic literacy. As illustrated below, each of the anchor standards is derived from one of the four artistic processes.

Visual and Performing Arts Practices - All Grades

Dance	Music	Theatre	Visual Art	Media Arts
Creating: ● Explore ● Plan ● Revise	**Creating:** ● Imagine ● Plan, Make ● Evaluate, Refine	**Creating:** ● Imagine, Envision ● Plan, Construct ● Evaluate, Clarify, Realize	**Creating:** ● Explore ● Investigate ● Reflect, Refine, Continue	**Creating:** ● Conceive ● Develop ● Construct
Performing: ● Embody, Execute ● Express ● Present	**Performing:** ● Rehearse, Evaluate, Refine ● Select, Analyze, Interpret ● Present	**Performing:** ● Establish, Analyze ● Choose, Rehearse ● Share	**Performing:** ● Select ● Analyze ● Share	**Performing:** ● Integrate ● Practice ● Present
Responding: ● Analyze ● Critique ● Interpret	**Responding:** ● Select, Analyze ● Evaluate ● Interpret	**Responding:** ● Examine, Discern ● Critique ● Interpret	**Responding:** ● Perceive ● Analyze ● Interpret	**Responding:** ● Perceive ● Evaluate ● Interpret
Connecting: ● Synthesize ● Relate	**Connecting:** ● Interconnect	**Connecting:** ● Incorporate ● Affect, Expand	**Connecting:** ● Synthesize ● Relate	**Connecting:** ● Synthesize ● Relate

Every performance expectation is labeled with a specific alphanumeric code. The code summarizes important information. As illustrated below, the first number in the code indicates the specific arts discipline:

1.2.2.Cr1a

1.2.	2	Cr	1	a
Standard number For Media Arts	By the end of grade	Artistic Process	Anchor Standard	Performance Expectation

ANCHOR STANDARDS

ARTISTIC PROCESS: Creating

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

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

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

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 ARTS -- K - 8

ENDURING UNDERSTANDING:	-- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. -- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. -- The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks. -- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. -- Media artists require a range of skills and abilities to creatively solve problems. -- Media artists present, share and distribute media artworks through various social, cultural and political contexts. -- 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. -- Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences. -- Understanding connections to varied contexts and daily life enhances a media artist's work.
ESSENTIAL QUESTIONS:	● 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? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error? ● How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work? ● 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 media artists use various tools and techniques? ● How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks? ● 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 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?
- 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?

MEDIA ARTS -- BAND K - 2

PACING GUIDE

Unit 1 Generating and conceptualizing ideas (1.2.2.Cr1a, 1b, 1c, 1d, 1e)	3 days
Unit 2 Organizing and developing ideas (1.2.2.Cr2a, 2b, 2c)	4 days
Unit 3 Refining and Completing products. (1.2.2.Cr3a, 3b)	3 days
Unit 4 Selecting, analyzing, and interpreting work (1.2.2.Pr4a, 4b, 4c)	4 days
Unit 5 Developing and refining techniques and models or steps needed to create products (1.2.2.Pr5a, 5b, 5c))	3 days
Unit 6 Conveying meaning through art (1.2.2.Pr6a)	4 days
Unit 7 Perceiving and analyzing products (1.2.2.Re7a, 7b)	3 days
Unit 8 Interpreting intent and meaning (1.2.2.Re8a)	3 days
Unit 9 Applying criteria to evaluate products (1.2.2.Re9a)	3 days
Unit 10 Synthesizing and relating knowledge and personal experiences to create products (1.2.2.Cn10a, 10b)	3 days

Unit 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding (1.2.2.Cn11a, 11b)	3 days

1.2 Media Arts Standards by the End of Grade 2
CREATING

PERFORMANCE EXPECTATIONS Practice: Conceive	**Generating and conceptualizing ideas** ● 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling. ● 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials. ● 1.2.2.Cr1c: Explore form ideas for media art production with support. ● 1.2.2.Cr1d: Connect and apply ideas for media art production. ● 1.2.2.Cr1e: Choose ideas to create plans for media art production.
PERFORMANCE EXPECTATIONS Practice: Develop	**Organizing and developing ideas** ● 1.2.2.Cr2a: Explore form ideas for media art production with support. ● 1.2.2.Cr2b: Connect and apply ideas for media art production. ● 1.2.2.Cr2c: Choose ideas to create plans for media art production.
PERFORMANCE EXPECTATIONS Practice: Construct	**Refining and Completing Products** ● 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.) ● 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.

PRODUCING

PERFORMANCE EXPECTATIONS Practice: Practice	**Selecting, analyzing, and interpreting works** ● 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation. ● 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks..

PERFORMANCE EXPECTATIONS Practice: Integrate	**Developing and refining techniques and models or steps needed to create products** ● 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks. ● 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production. ● 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks..
PERFORMANCE EXPECTATIONS Practice: Present	**Conveying meaning through Art** ● 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Responding

PERFORMANCE EXPECTATIONS Practice: Perceive	**Perceiving and analyzing products** ● 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.
PERFORMANCE EXPECTATIONS Practice: Interpret	**Interpreting intent and meaning** ●1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
PERFORMANCE EXPECTATIONS Practice: Evaluate	**Applying Criteria to evaluate products** ●1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Connecting

PERFORMANCE EXPECTATIONS **Practice: Synthesize**	**Synthesizing and relating knowledge and personal experiences to create products** ● 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.
PERFORMANCE EXPECTATIONS **Practice: Relate**	**Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding** ● 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends. ● 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

K - 2

Interdisciplinary Connections		
MATH ● Logic ● Geometric shapes ● Mathematical concepts as applies to creating programming	ELA ● Reading skills - ● Research about history of media design ● Research concerning styles of media design to create visual reproductions through technology	SOCIAL STUDIES History of Graphic Design History of computer improvements ART Understanding of primary, secondary, and tertiary colors

K - 2

MATERIALS and RESOURCES:	INSTRUCTIONAL STRATEGIES	Technology Connections	21st C 9.1 Finance
- Access to technology of a variety of types - Assorted inspirational visuals, audios, or concepts	- Reinforcing effort - Provide recognition - Cooperative learning - Cues, Questions, Organizers - Orally Summarizing - Generating & testing hypotheses - Student practice - Individualized instruction - Effective feedback - Presenting learning goals/ objectives - Authentic learning - Adapting to learning styles - Conferencing - Activate prior knowledge - Investigations - Flexible classrooms - Graphic organizers - Identifying similarities and differences - Learning centers - Modeling - Music/ songs - Peer teaching - Project -based learning - Reading aloud - Sharing opinions - Student choice - Think- Pair- Share - Rubrics - Varied texts	Technology to enhance the learning process. Technology to heighten level of performance **8.1.5.A.1** digital tools **8.1.5.A.3** graphic organizer **8.1.5.D.1** copyright law **8.1.5.D.3** cyber safety **8.1.5.D.4** digital citizenship **8.1.5.E.1** accuracy of electronic sources **8.1.5.F.1** apply digital tools for data	**9.1.4.B.1** needs/ wants **9.1.4.B.2** financial goals (age appropriate) **9.1.4.B.5** earn **21st C 9.2 Career Ready Practices** **9.2.4.A.1** occupations **9.2.4.A.2** life roles **9.2.4.A.3** non and traditional careers **CRP1** responsible citizen **CRP3** Personal health **CRP4** Communicate clearly **CRP8** Solving problem **CRP10** career paths **CRP11** enhance with tech

K- 2

MODIFICATIONS -SPECIAL NEEDS, 504	STUDENTS AT RISK OF FAILURE	GIFTED AND TALENTED	ELL Modifications
- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Repetition and practice - Model skills / techniques to be mastered. - Extended time to complete class work - Preferential seating to be mutually determined by the student and teacher - A student may request to use a computer to complete assignments. - Establish expectations for completing assignments, routine, and behavior - Extra resources sent home as available	- Ask students to restate information, directions, and assignments. - Repetition and practice - Model skills / techniques to be mastered. - Extended time to complete class work - Preferential seating to be mutually determined by the student and teacher - Extra books/ materials for home. - Assign a peer helper in the class setting - Provide oral reminders and check student work during independent work time - Encourage student to look over work - Provide regular parent/ school communication - Establish expectations for routine, behavior, academics	- Use advanced supplementary / reading materials - Use of authentic resources to promote a deeper understanding of culture. - Provide opportunities for open-ended, self-directed activities - Encourage the use of creativity - Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentations of cultural topics. - Tiered reading materials	- Seat student near teacher - Print clearly - Do not use cursive - Give directions in print & orally - Print keywords, page numbers, homework, deadlines on the board - Incorporate visuals - Avoid slang or colloquial sayings, - Avoid complex sentence structure - Use questions that need one word answers - Be ready to give additional instructions on complex tasks - Adjust assignments so student writes less - Provide simpler questions to answer - Expect fewer spelling words - Provide extra time as necessary - Provide graphic organizers - Provide an ELL dictionary - Provide books on tape or CD - Provide wall charts of key concepts - Provide a word wall - Provide models of docs such as Homework, projects

MEDIA ARTS -- BAND 3 - 5

PACING GUIDE

Unit 1 Generating and conceptualizing ideas (1.2.5.Cr1a, 1b, 1c, 1d, 1e)	3 days
Unit 2 Organizing and developing ideas (1.2.5.Cr2a, 2b)	4 days
Unit 3 Refining and Completing products. (1.2.5.Cr3a, 3b)	3 days
Unit 4 Selecting, analyzing, and interpreting work (1.2.5.Pr4a, 4b, 4c)	4 days
Unit 5 Developing and refining techniques and models or steps needed to create products (1.2.5.Pr5a, 5b, 5c, 5d, 5e)	3 days
Unit 6 Conveying meaning through art (1.2.5.Pr6a, 6b, 6c, 6d)	4 days
Unit 7 Perceiving and analyzing products (1.2.5.Re7a, 7b)	3 days
Unit 8 Interpreting intent and meaning (1.2.2.Re8a)	3 days
Unit 9 Applying criteria to evaluate products (1.2.5.Re9a)	3 days
Unit 10 Synthesizing and relating knowledge and personal experiences to create products (1.2.5.Cn10a, 10b)	3 days
Unit 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding (1.2.5.Cn11a)	3 days

1.2 Media Arts Standards by the End of Grade 5

CREATING

PERFORMANCE EXPECTATIONS **Practice: Conceive**	**Generating and conceptualizing ideas** ● 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials. ● 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods. ● 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others. ● 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.
PERFORMANCE EXPECTATIONS **Practice: Develop**	**Organizing and developing ideas** ● 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.
PERFORMANCE EXPECTATIONS **Practice: Construct**	**Refining and Completing Products** ● 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.

PRODUCING

PERFORMANCE EXPECTATIONS **Practice: Practice**	**Selecting, analyzing, and interpreting works** ● 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance. ● 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.
PERFORMANCE EXPECTATIONS	**Developing and refining techniques and models or steps needed to create products**

Practice: Integrate	● 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.
PERFORMANCE EXPECTATIONS Practice: Present	## Conveying meaning through Art ● 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.

Responding

PERFORMANCE EXPECTATIONS Practice: Perceive	## Perceiving and analyzing products ● 1.2.5.Re7a: Identify, describe, explain and differentiate how 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.
PERFORMANCE EXPECTATIONS Practice: Interpret	## Interpreting intent and meaning ●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.
PERFORMANCE EXPECTATIONS Practice: Evaluate	## Applying Criteria to evaluate products ●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.

Connecting

PERFORMANCE EXPECTATIONS **Practice: Synthesize**	**Synthesizing and relating knowledge and personal experiences to create products** ● 1.2.5.Cn10a: Use, examine and access internal and external resources to create media 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.
PERFORMANCE EXPECTATIONS **Practice: Relate**	**Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding** ● 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.

3 - 5

Interdisciplinary Connections		
MATH ● Logic ● Geometric shapes ● Mathematical concepts as applies to creating programming	ELA ● Reading skills - ● Research about history of media design ● Research concerning styles of media design to create visual reproductions through technology	SOCIAL STUDIES History of Graphic Design History of computer improvements ART Understanding of primary, secondary, and tertiary colors

3 - 5

MATERIALS and RESOURCES:	INSTRUCTIONAL STRATEGIES	Technology Connections	21st C 9.1 Finance
- Access to technology of a variety of types - Assorted inspirational visuals, audios, or concepts	- Reinforcing effort - Provide recognition - Cooperative learning - Cues, Questions, Organizers - Orally Summarizing - Generating & testing hypotheses - Student practice - Individualized instruction - Effective feedback - Presenting learning goals/ objectives - Authentic learning - Adapting to learning styles - Conferencing - Activate prior knowledge - Investigations - Flexible classrooms - Graphic organizers - Identifying similarities and differences - Learning centers - Modeling - Music/ songs - Peer teaching - Project -based learning - Reading aloud - Sharing opinions - Student choice - Think- Pair- Share - Rubrics - Varied texts	Technology to enhance the learning process. Technology to heighten level of performance **8.1.5.A.1** digital tools **8.1.5.A.3** graphic organizer **8.1.5.D.1** copyright law **8.1.5.D.3** cyber safety **8.1.5.D.4** digital citizenship **8.1.5.E.1** accuracy of electronic sources **8.1.5.F.1** apply digital tools for data	**9.1.4.B.1** needs/ wants **9.1.4.B.2** financial goals (age appropriate) **9.1.4.B.5** earn **21st C 9.2 Career Ready Practices** **9.2.4.A.1** occupations **9.2.4.A.2** life roles **9.2.4.A.3** non and traditional careers **CRP1** responsible citizen **CRP3** Personal health **CRP4** Communicate clearly **CRP8** Solving problem **CRP10** career paths **CRP11** enhance with tech

3 - 5

MODIFICATIONS -SPECIAL NEEDS, 504	STUDENTS AT RISK OF FAILURE	GIFTED AND TALENTED	ELL Modifications
- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Repetition and practice - Model skills / techniques to be mastered. - Extended time to complete class work - Preferential seating to be mutually determined by the student and teacher - A student may request to use a computer to complete assignments. - Establish expectations for completing assignments, routine, and behavior - Extra resources sent home as available	- Ask students to restate information, directions, and assignments. - Repetition and practice - Model skills / techniques to be mastered. - Extended time to complete class work - Preferential seating to be mutually determined by the student and teacher - Extra books/ materials for home. - Assign a peer helper in the class setting - Provide oral reminders and check student work during independent work time - Encourage student to look over work - Provide regular parent/ school communication - Establish expectations for routine, behavior, academics	- Use advanced supplementary / reading materials - Use of authentic resources to promote a deeper understanding of culture. - Provide opportunities for open-ended, self-directed activities - Encourage the use of creativity - Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentations of cultural topics. - Tiered reading materials	- Seat student near teacher - Print clearly - Do not use cursive - Give directions in print & orally - Print keywords, page numbers, homework, deadlines on the board - Incorporate visuals - Avoid slang or colloquial sayings, - Avoid complex sentence structure - Use questions that need one word answers - Be ready to give additional instructions on complex tasks - Adjust assignments so student writes less - Provide simpler questions to answer - Expect fewer spelling words - Provide extra time as necessary - Provide graphic organizers - Provide an ELL dictionary - Provide books on tape or CD - Provide wall charts of key concepts - Provide a word wall - Provide models of docs such as Homework, projects

MEDIA ARTS -- BAND 6 - 8

PACING GUIDE

Unit	Days
Unit 1 Generating and conceptualizing ideas (1.2.8.Cr1a, 1b)	3 days
Unit 2 Organizing and developing ideas (1.2.8.Cr2a, 2b)	4 days
Unit 3 Refining and Completing products. (1.2.8.Cr3a, 3b)	3 days
Unit 4 Selecting, analyzing, and interpreting work (1.2.8.Pr4a, 4b, 4c)	4 days
Unit 5 Developing and refining techniques and models or steps needed to create products (1.2.8.Pr5a, 5b, 5c, 5d, 5e)	3 days
Unit 6 Conveying meaning through art (1.2.8.Pr6a, 6b, 6c, 6d)	4 days
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Unit 8 Interpreting intent and meaning (1.2.8.Re8a)	3 days
Unit 9 Applying criteria to evaluate products (1.2.8.Re9a)	3 days
Unit 10 Synthesizing and relating knowledge and personal experiences to create products (1.2.8.Cn10a, 10b)	3 days
Unit 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding (1.2.8.Cn11a)	3 days

1.2 Media Arts Standards by the End of Grade 8

Proficient
Students at the proficient level have developed the foundational technical and expressive skills and understandings in an art form necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the art form to be an important form of personal realization and well-being, and make connections between the art form, history, culture and other learning.
A level of achievement attainable by most students who complete a high school level course in the arts (or equivalent) beyond the foundation of quality K–8 instruction.

6 - 8
CREATING

PERFORMANCE EXPECTATIONS Practice: Conceive	**Generating and conceptualizing ideas** ● 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.
PERFORMANCE EXPECTATIONS Practice: Develop	**Organizing and developing ideas** ● 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.
PERFORMANCE EXPECTATIONS Practice: Construct	**Refining and Completing Products** ● 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 points 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.

PRODUCING

PERFORMANCE EXPECTATIONS Practice: Practice	**Selecting, analyzing, and interpreting works** ● 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).
PERFORMANCE EXPECTATIONS Practice: Integrate	**Developing and refining techniques and models or steps needed to create products** ● 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.
PERFORMANCE EXPECTATIONS Practice: Present	**Conveying meaning through Art** ● 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.

Responding

PERFORMANCE EXPECTATIONS Practice: Perceive	**Perceiving and analyzing products** ● 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.
PERFORMANCE EXPECTATIONS	**Interpreting intent and meaning**

Practice: Interpret	●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.
PERFORMANCE EXPECTATIONS **Practice: Evaluate**	**Applying Criteria to evaluate products** ●1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

Connecting

PERFORMANCE EXPECTATIONS **Practice: Synthesize**	**Synthesizing and relating knowledge and personal experiences to create products** ● 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. ● 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.
PERFORMANCE EXPECTATIONS **Practice: Relate**	**Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding** ● 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).

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Interdisciplinary Connections		
MATH ● Logic ● Geometric shapes ● Mathematical concepts as applies to creating programming	ELA ● Reading skills - ● Research about history of media design ● Research concerning styles of media design to create visual reproductions through technology	SOCIAL STUDIES History of Graphic Design History of computer improvements ART Understanding of primary, secondary, and tertiary colors

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MATERIALS and RESOURCES:	INSTRUCTIONAL STRATEGIES	Technology Connections	21st C 9.1 Finance
● Access to technology of a variety of types ● Assorted inspirational visuals, audios, or concepts	● Reinforcing effort ● Provide recognition ● Cooperative learning ● Cues, Questions, Organizers ● Orally Summarizing ● Generating & testing hypotheses ● Student practice ● Individualized instruction ● Effective feedback ● Presenting learning goals/ objectives ● Authentic learning ● Adapting to learning styles ● Conferencing ● Activate prior knowledge ● Investigations ● Flexible classrooms ● Graphic organizers ● Identifying similarities and differences ● Learning centers ● Modeling	Technology to enhance the learning process. Technology to heighten level of performance **8.1.5.A.1** digital tools **8.1.5.A.3** graphic organizer **8.1.5.D.1** copyright law **8.1.5.D.3** cyber safety **8.1.5.D.4** digital citizenship **8.1.5.E.1** accuracy of electronic sources **8.1.5.F.1** apply digital tools for data	● **9.1.4.B.1** needs/ wants ● **9.1.4.B.2** financial goals (age appropriate) ● **9.1.4.B.5** earn **21st C 9.2 Career Ready Practices** ● **9.2.4.A.1** occupations ● **9.2.4.A.2** life roles ● **9.2.4.A.3** non and traditional careers ● ● **CRP1** responsible citizen ● **CRP3** Personal health ● **CRP4** Communicate clearly ● **CRP8** Solving problem ● **CRP10** career paths ● **CRP11** enhance with tech

	● Music/ songs ● Peer teaching ● Project -based learning ● Reading aloud ● Sharing opinions ● Student choice ● Think- Pair- Share ● Rubrics ● Varied texts		

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MODIFICATIONS -SPECIAL NEEDS, 504	STUDENTS AT RISK OF FAILURE	GIFTED AND TALENTED	ELL Modifications
● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● A student may request to use a computer to complete assignments. ● Establish expectations for completing assignments, routine, and behavior ● Extra resources sent home as available	● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Extra books/ materials for home. ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Encourage student to look over work ● Provide regular parent/ school communication ● Establish expectations for routine, behavior, academics	● Use advanced supplementary / reading materials ● Use of authentic resources to promote a deeper understanding of culture. ● Provide opportunities for open-ended, self-directed activities ● Encourage the use of creativity ● Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentations of cultural topics. ● Tiered reading materials	● Seat student near teacher ● Print clearly ● Do not use cursive ● Give directions in print & orally ● Print keywords, page numbers, homework, deadlines on the board ● Incorporate visuals ● Avoid slang or colloquial sayings, ● Avoid complex sentence structure ● Use questions that need one word answers ● Be ready to give additional instructions on complex tasks ● Adjust assignments so student writes less ● Provide simpler questions to answer ● Expect fewer spelling words ● Provide extra time as necessary ● Provide graphic organizers ● Provide an ELL dictionary ● Provide books on tape or CD ● Provide wall charts of key concepts

			- Provide a word wall - Provide models of docs such as Homework, projects

RESOURCES

Materials & Resources, Interdisciplinary Connections, Technology, Pacing - Included at each grade level

SEL Competencies

Amistad

Holocaust

Italian American Heritage

ASSESSMENTS: National Core Arts Standards

REFERENCES

ELL, Instructional Strategies, Differentiation, Students at Risk, Modifications - Included at each grade level

Bilingual/ESL Education: This website provides resources to help educators understand and implement effective instructional strategies for bilingual/ESL students.

Gifted & Talented: This website provides resources to help educators understand and implement effective instructional strategies for Gifted and Talented students.

Special Education: This website provides resources to help educators understand and implement effective instructional strategies for students with high frequency learning challenges.

APPENDIX

[New Jersey Statutes and Regulations](#)

[Ogdensburg Borough School District Policies and Regulations](#) (Type "Curriculum" in the search bar)

[OBSD Policy and Regulations Synopsis](#)

Administrative Code[1]

New Jersey Administrative Code Summary and Statutes Curriculum Development:
Integration of 21st Century Skills and Themes and Interdisciplinary Connections

- District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1.
- District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)2).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).
 "Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

From NJDOE :   Please note that Administrative Code requires that the local curriculum include, but is not limited to:

1. A pacing guide;
2. A list of core instructional materials, including various levels of texts at each grade level;
3. Benchmark assessments; and
4. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

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[1] https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf

Dissection Law
N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88
Every board of education shall incorporate the information regarding the contributions of AfricanAmericans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28
 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35
A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Climate Change
Standards in Action: Climate Change
 By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.