Unit 3: Community Engagement

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **9 Weeks**
Status: **Published**

Standards

Commission on Holocaust Education

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12acc.Cr	Creating
1.5.12acc.Cr1	Generating and conceptualizing ideas.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
1.5.12acc.Cr2	Organizing and developing ideas.
	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
	Investigate
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
	Artists, curators and others consider a variety of factors and methods including evolving

	technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Pr6	Conveying meaning through art.
	Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.
1.5.12acc.Re	Responding
1.5.12acc.Re7	Perceiving and analyzing products.
	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8	Interpreting intent and meaning.
	People gain insights into meanings of artworks by engaging in the process of art criticism.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9	Applying criteria to evaluate products.
	People evaluate art based on various criteria.
1.5.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
	Relate
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

Brief Summary of Unit

In alignment with the NJSLS-VPA standards, students will explore how art can communicate meaning, memory, and narrative through the creation of dynamic compositions and reflective documentation of their artistic process. Building on foundational art skills, students will create meaningful artworks that respond to historical, cultural, and community-based themes, with a focus on empathy, storytelling, and visual communication. This unit is grounded in community engagement and includes participation in a community-wide exhibition event in which students showcase their artwork to a public audience. Students will also collaborate with a local representative or community partner to create an artwork that connects classroom learning to real-world experiences and local narratives. Through the development of process boards, critiques,

and reflective writing, students will document their artistic decisions, analyze their creative growth, and deepen their understanding of how art can build connections between school, history, and the broader community. This experience emphasizes the role of art as a tool for remembrance, dialogue, and civic engagement.

Revised: August 2026

Essential Questions

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors encourage or prevent artists from taking creative risks when addressing meaningful or historical themes?
- How do artists communicate stories, memory, and emotion through visual composition?
- How do artists make decisions to determine whether their work is effective in communicating meaning?
- How do artists use critique, reflection, and revision to strengthen their work over time?
- What role does persistence play in developing, refining, and presenting meaningful artwork?
- How can art connect individuals, schools, and communities?
- How does public presentation influence the meaning and impact of artwork?

Essential Understandings

- Artists develop and refine their work through practice, reflection, critique, and revision.
- Visual composition is a powerful tool for communicating narrative, memory, and meaning.
- Creativity and innovative thinking are developed through risk-taking and sustained engagement.
- Art can serve as a bridge between personal experience, historical events, and community understanding.
- Artists make intentional choices to communicate ideas effectively to an audience.
- The process of preparing, presenting, and exhibiting artwork is an essential part of artistic practice.
- Collaboration with community members expands artistic perspective and deepens meaning.

Students Will Know

Students will be able to:

- Apply elements of composition to create visually and conceptually meaningful artworks.
- Use critique vocabulary to analyze and discuss works of art.
- Understand and apply elements and principles of design in relation to composition and meaning.
- Document artistic processes through process boards that include sketches, revisions, and reflections.
- Communicate artistic intent through written and verbal reflection. Students will write, peer-edit, and display formal reflections alongside their art pieces to guide viewer interpretation.
- Revise and refine artwork based on feedback and self-evaluation.
- Collaborate with peers and community members in the development of artwork. Students will demonstrate active listening and cultural sensitivity when translating a community partner's real-world experiences into visual narratives.
- Present artwork in a public/community exhibition setting.

Evidence/Performance Tasks

Fine Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Process of Creating, Presenting/Producing, Connecting, and Responding.

Tasks will include:

- Answering essential questions and meeting project objectives and deadlines
- Developing a comprehensive Process Board (utilizing physical materials or digital platforms via Chromebooks/iPads) that documents brainstorming, thumbnail sketches, and compositional planning.
- Authoring a formal Artist Statement that articulates the artwork's connection to memory, history, or the specific community narrative being explored.
- Completing peer-critique rubrics that evaluate the effectiveness of visual artworks to influence the ideas, feelings, and behaviors of the audience.
- Submitting a final, exhibition-ready artwork that incorporates revisions based on ongoing formal and informal critiques

Learning Plan

- Preview and discuss essential questions to frame inquiry and guide reflection throughout the unit.
- Introduction to critique vocabulary and expectations through handouts, modeling, and guided discussion.
- Teacher demonstration of effective critique practices using student work and professional examples.
- Exploration of composition strategies with emphasis on communication of meaning and narrative.
- Study of artworks connected to memory, history, and community storytelling (including Holocaust-related themes where appropriate and curriculum-approved). Students will utilize media sources and digital devices to research the historical and cultural context of these themes prior to ideation.
- Introduction and modeling of process boards as a tool for documenting artistic development.
- Sketchbook ideation including brainstorming, thumbnails, and compositional planning.
- Studio work focused on creating a resolved artwork responding to unit themes.
- Collaboration with a local community representative or partner organization to inform or co-develop artwork. This collaboration will include a guided interview or Q&A session where students actively gather primary source stories to ensure ethical and empathetic representation in their art.
- Ongoing critique sessions (formal and informal) to support revision and growth. Students will use a structured feedback protocol to balance artistic freedom with constructive peer feedback.
- Preparation of final artworks for public exhibition, including presentation considerations.
- Participation in a community-wide exhibition showcasing student artwork.

Materials

Materials:

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Sketchbook, Various Pencils, Sharpies, Markers, Various Papers, Various Erasers, Mirrors, Blending Sticks, Charcoal, Graphite, Sharpeners, Colored Pencils, Oil Pastel, Chalk Pastels, YouTube Videos, Value Scales,

magazines, glue, scissors, Watercolor, Watercolor paper, paint brush, ink, printing materials, Chromebooks, iPads, Paint, Color Wheels, Drawing Pen, Rulers

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

Fine Arts Accommodations & Modifications