

# Unit 10: Group Projects / Multimedia (Collaborative Assessment)

Content Area: **Performing Arts**  
Course(s):  
Time Period:  
Length: **1 week**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Group Projects (Collaborative Assessment)

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### Learning Objectives

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- Artists will be able to retrieve, comprehend, and specify the information (covered up to this point) necessary in order to create collaborative works of art in accordance with the group project rubric.

### Essential Skills

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- Global Awareness
- Artists will demonstrate professionalism by:
- Collaboration
- Knowledge Construction
- Problem Solving and Innovation
- Self-Regulation and Assessment
- Skilled Communication

### Standards

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- 9.3 Career and Technical Education (Career Readiness, Life Literacies, and Key Skills)
  - 9.4 Life Literacies and Key Skills (Career Readiness, Life Literacies, and Key Skills)
- VA.9-12.1.5.12prof.Cr1                      Generating and conceptualizing ideas.
- VA.9-12.1.5.12prof.Cr1a                      Use multiple approaches to begin creative endeavors.
- LA.K-12.NJLSA.W10                      Write routinely over extended time frames (time for research, reflection, and revision) and

	shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
VA.3-5.1.5.5.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.3-5.1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
VA.3-5.1.5.5.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.3-5.1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
CS.6-8.8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

## **Instructional Tasks/Activities**

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- Collaborative Group Project
- Group Storyboard
- Group Writing

## **Lessons**

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- Group Projects

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection

- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Adobe CC Applications
- Apple iMac Computers
- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Digital Drawing Tablets
- Educational Social Media
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Google Web Applications
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions

- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- Appropriate resources conforming to the parameters of the project will be provided