

ARC Week at Glance

Subject: Visual Arts

Course: Art II

Grade: 9-12

Dates: 1/13 — 1/17

Standard(s): VAHSVA.CR. 1 . . . VAHSVA.CR. 2 . . . VAHSVA.CR.6 . . . VAHSVACN.1 . . VAHSVACN.2 . . .					
Assessment(s): <input type="checkbox"/> Quiz <input type="checkbox"/> Unit Test <input checked="" type="checkbox"/> Project <input type="checkbox"/> Lab <input type="checkbox"/> None					
	Learning Target (I am learning about...)	Criteria for Success (I can...)	Opening (10 - 15 Mins)	Work-Session (20 - 25 mins)	Closing (5 - 10 mins)
			<i>(Include at least one/two formatives*in any part of the lesson as needed)</i>		
Monday	. . . narrative art and how to express emotion in art.	. . . create an array of mark-making to showcase emotion.	<ul style="list-style-type: none"> • Introduction to Expressive Mark Making (convey emotion through lines) 	<ul style="list-style-type: none"> • PPT on expressive lines and artists' exemplars • Students work in visual journals to create lines that document various line personalities and line emotions (m3). 	<ul style="list-style-type: none"> • Participate in the clean-up process. • Return materials to proper places, ensure area is ready for the next class, student papers are placed in designated area for the following day.
Tuesday	. . . narrative art and how to express emotion in art.	. . . create an array of mark-making to showcase emotion.	<ul style="list-style-type: none"> • Review Expressive Mark Making (convey emotion through lines) 	<ul style="list-style-type: none"> • PPT on expressive lines and artists' exemplars • Students work in visual journals to create lines that document various line personalities and line emotions (m3). 	<ul style="list-style-type: none"> • Participate in the clean-up process. • Return materials to proper places, ensure area is ready for the next class, student papers are placed in designated area for the following day.

Wednesday	... how different types of lines can convey different emotions and movements.	... use line variation to add depth and interest to my drawings.	<ul style="list-style-type: none"> Review Expressive Mark Making (convey emotion through lines) Introduce students to assignment 	<ul style="list-style-type: none"> PPT on expressive lines and artists' exemplars Students reinterpret their 40-minute drawing (m4) from the previous week and integrate more stylized lines into the piece/show emotion through lines (m5). 	<ul style="list-style-type: none"> Participate in the clean-up process. Return materials to proper places, ensure area is ready for the next class, student papers are placed in designated area for the following day.
Thursday	... narrative art and how to express emotion in art.	... create an array of mark-making to showcase emotion.	<ul style="list-style-type: none"> Introduction to Expressive Mark Making (convey emotion through lines) 	<ul style="list-style-type: none"> Students will select a significant memory or moment to create an artwork based on. Students will write reflectively connect memory to visuals (m6) 	<ul style="list-style-type: none"> Participate in the clean-up process. Return materials to proper places, ensure area is ready for the next class, student papers are placed in designated area for the following day.
Friday	... expressing personal memories through writing and visual art, and selecting objects or visuals to enhance a narrative.	... write about my memories, choose relevant objects or visuals, and use mixed media techniques to create cohesive and meaningful artwork.	<ul style="list-style-type: none"> Introduction to M1 – Personal Narrative 	<ul style="list-style-type: none"> Students will write about their memory across drawing paper. Students may choose to select an object to help connect to a big idea or other visuals. Students will begin to draw using choice mixed medias to connect to the written narrative on the artwork (M1). 	<ul style="list-style-type: none"> Participate in the clean-up process. Return materials to proper places, ensure area is ready for the next class, student papers are placed in designated area for the following day.

* ☐ Exit Ticket/Final Stretch Check ☐ Electronic Tools ☐ Dry Erase Boards – quick checks ☐ Turn & Talk Discussion (verbal responses) ☒ Teacher Observation – document Clipboard ☒ Quick Write/Draw ☐ Annotation ☐ Extended Writing ☐ Socratic Seminar ☐ Jigsaw ☐ Thinking Maps ☒ Worked Examples ☐ Other : _____