

## ARC Week at Glance

**Subject:** Visual Arts

**Course:** Art II

**Grade:** 9-12

**Dates:** 1/27 — 1/31

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>		
<b>Monday</b>	. . . the importance of turning in assignments.	. . . ensure completion and turn-in of assignments.	<ul style="list-style-type: none"> <li>Walk through completion and turn-in process for students</li> </ul>	<ul style="list-style-type: none"> <li>Students work to submit previous assignments and the ones from the snow week/time off.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in the clean-up process.</li> <li>Return materials to proper places, ensure area is ready for the next class, student papers are placed in designated area for the following day.</li> </ul>
<b>Tuesday</b>	. . . narrative art and how to express emotion in art.	. . . create an array of mark-making to showcase emotion.	<ul style="list-style-type: none"> <li>Re-introduction to <b>M1 – Personal Narrative Project</b></li> </ul>	<ul style="list-style-type: none"> <li>Students will select a significant memory or moment to create an artwork based on.</li> <li>Students will write about their memory for the background of the project</li> <li>Planning sketches inside notebook/thumbnails</li> </ul>	<ul style="list-style-type: none"> <li>Participate in the clean-up process.</li> <li>Return materials to proper places, ensure area is ready for the next class, student papers are placed in designated area for the following day.</li> </ul>

<b>Wednesday</b>	. . . 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"> <li>Review <b>M1 – Personal Narrative Project</b></li> </ul>	<ul style="list-style-type: none"> <li>Students will write about their memory across drawing paper.</li> <li>Students may choose to select an object to help connect to a big idea or other visuals.</li> <li>Students will begin to draw using choice mixed medias to connect the written narrative on the artwork (<b>M1</b>).</li> </ul>	<ul style="list-style-type: none"> <li>Participate in the clean-up process.</li> <li>Return materials to proper places, ensure area is ready for the next class, student papers are placed in designated area for the following day.</li> </ul>
<b>Thursday</b>	. . . 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"> <li>Review <b>M1 – Personal Narrative Project</b></li> </ul>	<ul style="list-style-type: none"> <li>Students will use choice mixed medias to connect the written narrative on the artwork (<b>M1</b>).</li> </ul>	<ul style="list-style-type: none"> <li>Participate in the clean-up process.</li> <li>Return materials to proper places, ensure area is ready for the next class, student papers are placed in designated area for the following day.</li> </ul>
<b>Friday</b>	. . . experimentation with watercolors.	. . . a practice sheet with different watercolor techniques.	<ul style="list-style-type: none"> <li>Introduction to watercolor</li> <li>Process for organizing, cleaning, and storing watercolor supplies</li> </ul>	<ul style="list-style-type: none"> <li>Students will observe the process for watercolor</li> <li>Begin practice utilizing the materials</li> </ul>	<ul style="list-style-type: none"> <li>Participate in the clean-up process.</li> <li>Return materials to proper places, ensure area is ready for the next class, student papers are placed in designated area for the following day.</li> </ul>

\* ☐ 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 : \_\_\_\_\_