

ARC Week at Glance

Subject: Visual Arts

Course: Art I

Grade: 9-12

Dates: 9/16 – 9/20

Standard(s): VAHSVA.CR. 3. . . VAHSVA.CR.4. . . VAHSVACN.2. .

Assessment(s): ☐ Quiz ☐ Unit Test ☒ Project ☐ Lab ☐ 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	. . . finalizing and assembling art pieces to create a cohesive and polished artwork.	. . . complete the background with attention to detail and ensure it is ready for the final assembly.	<ul style="list-style-type: none"> Refresh expectations in the classroom and explain new additions to the students (new approach to storing their assignments) Reminders of the assignment (how to approach, how to build layers, etc.) 	<ul style="list-style-type: none"> Studio time for students to work on their project Monitor checks by the teacher 	<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	. . . the importance of completing and submitting all assigned work to ensure understanding of the course material.	. . . review and relearn any concepts or skills I struggled with in previous assignments.	<ul style="list-style-type: none"> Provide students with opportunities to review their grades, find any missing work/assignments, and complete their assignments. 	<ul style="list-style-type: none"> Studio time given to students to check on their grades, submit any outstanding work, and ask questions from the teacher Monitor checks by the teacher 	<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	<p>... the identification and classification of primary, secondary, and tertiary colors.</p>	<p>... use colored pencils to accurately fill in a color theory page in sketchbook.</p> <p>... create a small drawing or design using only primary colors.</p>	<ul style="list-style-type: none"> • Introduction to color theory: review monochromatic color schemes and introduce primary colors • Refresh students about monochromatic colors (tints, tones, and shades) 	<ul style="list-style-type: none"> • Students begin to complete a color theory page in their sketchbooks (walkthrough with instructor) • Time permits = allow students to create their own drawing utilizing only primary colors • Monitor checks by teacher. 	<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	<p>... the identification and classification of primary, secondary, and tertiary colors.</p>	<p>... use colored pencils to accurately fill in a color theory page in sketchbook.</p> <p>... create a small drawing or design using only secondary colors.</p>	<ul style="list-style-type: none"> • Introduction to color theory: secondary colors (review of the previous day as well) • Demonstration with paint how to get secondary colors 	<ul style="list-style-type: none"> • Students begin to complete a color theory page in their sketchbooks (walkthrough with instructor) • Allow students to create their own drawing utilizing only secondary colors • Monitor checks by teacher. 	<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	<p>... the identification and classification of primary, secondary, and tertiary colors.</p>	<p>... use colored pencils to accurately fill in a color theory page in sketchbook.</p> <p>... create a small drawing or design using only tertiary colors.</p>	<ul style="list-style-type: none"> • Introduction to color theory: tertiary colors (review of the previous day as well (primary and secondary colors) • Demonstration with paint how to get tertiary colors 	<ul style="list-style-type: none"> • Students are given class period to complete a color wheel page inside of their sketchbooks • Allow students to create their own drawing utilizing only a hue and two tertiary colors • Monitor checks by teacher. 	<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.
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* ☐ 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 : _____