

ARC Week at Glance

Subject: Visual Arts

Course: Art I

Grade: 9-12

Dates: 11/12 — 11/15

| Standard(s): VAHSVA.CR. 1 . . VAHSVA.CR.2 . . VAHSVA.RE.2 . . VAHSVACN.2 . . | | | | | |
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| Assessment(s): <input checked="" 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 <i>(10 - 15 Mins)</i> | Work-Session <i>(20 - 25 mins)</i> | Closing <i>(5 - 10 mins)</i> |
| | | | <i>(Include at least one/two formatives*in any part of the lesson as needed)</i> | | |
| Monday | VETERAN'S DAY — HOLIDAY | | | | |
| Tuesday | ... self-reflection in my own artwork. | ... evaluate and critique my artwork. | <ul style="list-style-type: none"> Review the project, outline the process and steps for students Demonstrate filling out student self-evaluation | <ul style="list-style-type: none"> Studio time allotted for students to write their own self-evaluation 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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| <p style="text-align: center;">Wednesday</p> | <p>... the properties and techniques of oil pastels, including blending, layering, and creating textures.</p> | <p>... effectively blend, layer and create textures using oil pastels.</p> | <ul style="list-style-type: none"> • Brief history and overview of oil pastels. • Discuss the unique properties of oil pastels compared to other mediums. • Show basic techniques: blending, layering, sgraffito (scratching), and creating textures. • Demonstrate how to use blending tools and fingers for different effects. | <ul style="list-style-type: none"> • Students practice blending, layering, and creating textures on small pieces of paper. • Encourage experimentation with different pressure levels and color combinations. | <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. |
| <p style="text-align: center;">Thursday</p> | <p>... how to express my artistic ideas through the use of oil pastels in both small sketches and larger compositions.</p> | <p>... create a series of thumbnail sketches that explore different compositions and color schemes.</p> | <ul style="list-style-type: none"> • Quick sketching exercise to loosen up and get comfortable with oil pastels. (10 minutes) • Review the techniques of oil pastels. | <ul style="list-style-type: none"> • Students create a series of 4-6 thumbnail sketches in their sketchbooks. • Focus on composition, color schemes, and subject matter for a larger piece. • Encourage students to explore different styles (realistic, abstract, impressionistic) | <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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| <p style="text-align: center;">Friday</p> | <p>. . . how to express my artistic ideas through the use of oil pastels in both small sketches and larger compositions.</p> | <p>. . . create a series of thumbnail sketches that explore different compositions and color schemes.</p> | <ul style="list-style-type: none"> • Longer sketching exercise to loosen up and get comfortable with oil pastels. (20 minutes) • Review the techniques of oil pastels. | <ul style="list-style-type: none"> • Students create a series of 4-6 thumbnail sketches in their sketchbooks. • Focus on composition, color schemes, and subject matter for a larger piece. | <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 : _____