

ARC Week at Glance

Subject: Visual Arts

Course: Art I

Grade: 9-12

Dates: 12/2 — 12/6

Standard(s): VAHSVA.CR. 1 . . VAHSVA.CR.2 . . VAHSVA.RE.2 . . 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	. . . visual journals (history, uses).	. . . create a visual journal page based off an idea.	<ul style="list-style-type: none"> Introduce visual journal pages (uses historically vs. now, benefits of keeping one) 	<ul style="list-style-type: none"> Students create visual journal spread (1 page) about a topic of their choosing. Focus on composition, material additions, media usage Encourage students to explore and develop different artistic styles 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	. . . visual journals (history, uses).	. . . create a visual journal page based off an idea.	<ul style="list-style-type: none"> Review visual journal pages (uses historically vs. now, benefits of keeping one) 	<ul style="list-style-type: none"> Students create visual journal spread (2nd page) about a topic of their choosing. Focus on composition, material additions, media usage Encourage students to explore and develop different artistic styles 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>... self-reflection in my own artwork.</p> <p>... self-reflection in my own and others artwork.</p>	<p>... evaluate and critique my artwork.</p> <p>... evaluate and critique my artwork and that of another's.</p>	<ul style="list-style-type: none"> • Demonstrate completing a self-evaluation inside sketchbooks 	<ul style="list-style-type: none"> • Finish visual journal pages • 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.
Thursday	<p>... mixed media.</p>	<p>... create a mixed media project.</p>	<ul style="list-style-type: none"> • Introduce M8 guidelines and criteria • Expectations and goals for the session the project 	<ul style="list-style-type: none"> • Students begin brainstorming and sketching for final projects • Teacher offers individual feedback and technical advice 	<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>... mixed media.</p>	<p>... create a mixed media project.</p>	<ul style="list-style-type: none"> • Reintroduce M8 guidelines and criteria • Expectations and goals for completing the project 	<ul style="list-style-type: none"> • Students begin creating their projects, must get approval for their ideas • Teacher offers individual feedback and technical advice 	<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 : _____