ARC Week at Glance

Subject: Visual Arts　　　**Course:** Art I　　　**Grade:** 9-12　　　**Dates:** 8/12 – 8/16

Standard(s): VAHSVA.CR. 4. . .

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)*
			(Include at least one/two formatives*in any part of the lesson as needed)		
Monday	. . . the seven Elements of Art to understand how they are used to create and enhance visual artwork.	. . . identify the Elements of Art in others' artwork.	• Introduction to the Elements of Art (line, shape, texture, form, shape, space, and color)	• Students are given a worksheet depicting the Van Gogh's *Starry Night* (find and label each element).	• Turn in the worksheet at the end of the class period. • Participate in the clean-up process.
Tuesday	. . . value (shading, shadows) in art.	. . . create a value scale with different lines and techniques of shading.	• Reintroduce students to value and its importance within an artwork • Provide various examples on where one could see them in art	• Studio time given to students to complete worksheet, testing out different lines to create value scales • Monitor checks by the teacher	• Participate in the clean-up process
Wednesday	. . . value (shading, shadows) in art.	. . . create a value scale with different lines and techniques of shading.	• Recap prior knowledge from the previous day about value scales and their importance within an artwork • Provide various examples on where one could see them in art	• Studio time given to students to complete a second worksheet, testing out different lines to create value scales • Monitor checks by the teacher	• Submit 2 worksheets, demonstrating several types of shading • Participate in the clean-up process

Thursday	. . . value (shading, shadows) and space (overlapping, depth) in my own artwork.	. . . create an artwork that demonstrates both value and space.	• Introduction to space (overlapping, depth) within art	• Studio time for students to begin their assignment • Monitor checks by the teacher	• Participate in the clean-up process.
Friday	. . . value (shading, shadows) and space (depth, overlapping) in my own artwork.	. . . create an artwork that demonstrates both value and space.	• Reminders of the assignment (what needs to be included, etc)	• Studio time for students to work on their project • Monitor checks by the teacher	• Participate in the clean-up process. • Submit their assignment

*☒ 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 : _____