

ARC Week at Glance

Subject: Visual Arts

Course: Art I

Grade: 9-12

Dates: 8/26 – 8/30

Standard(s): VAHSVA.CR. 4. . .					
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>		
Monday	. . . texture in art (implied texture and actual texture).	. . . identify texture in other's artwork and create texture for my own works.	<ul style="list-style-type: none"> • Introduction to the Elements of Art, texture (smooth, rigid, etc). • Show examples of actual and implied textures being used in art, explain the differences. 	<ul style="list-style-type: none"> • Studio time allotted for students to create implied texture examples. [20 boxes, reference sheets on the table] • Monitor checks by the teacher 	<ul style="list-style-type: none"> • Participate in the clean-up process. • Checking for student knowledge as the teacher goes around
Tuesday	. . . texture in art (implied texture and actual texture).	. . . identify texture in other's artwork and create texture for my own works.	<ul style="list-style-type: none"> • Recap the Introduction to the Elements of Art, texture (smooth, rigid, etc). • Show brief examples of actual and implied textures being used in art, explain the differences. 	<ul style="list-style-type: none"> • Studio time allotted for students to create implied texture examples. [20 boxes, reference sheets on the table] • Monitor checks by the teacher 	<ul style="list-style-type: none"> • Participate in the clean-up process. • Checking for student knowledge as the teacher goes around

Wednesday	. . . texture in art (implied texture and actual texture).	. . . create texture in my own artwork.	<ul style="list-style-type: none"> Recap prior knowledge from the previous day about textures and their importance within an artwork Provide various examples on where one could see them in art Introduce the concept of transferring a texture through rubbing (crayon, paper) 	<ul style="list-style-type: none"> Studio time given to students to experiment with actual texture, transfer, and the idea of collaging to make a finalized piece of art Texture plates and stencils Frequent 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 the basket for the following day.
Thursday	. . . texture in art (implied texture and actual texture).	. . . create texture in my own artwork.	<ul style="list-style-type: none"> Introduction to the second MAJOR assignment for students. 	<ul style="list-style-type: none"> Studio time given to students to begin constructing their second MAJOR assignment (Close-Up textures) Frequent 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 the basket for the following day.
Friday	. . . texture in art (implied texture and actual texture).	. . . create texture in my own artwork.	<ul style="list-style-type: none"> Reminders of the assignment (what needs to be included, 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. Submit their assignment into the baskets

* ☐ 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 : _____