

ARC Week at Glance

Subject: Visual Arts

Course: Art I

Grade: 9-12

Dates: 9/2 – 9/6

Standard(s): VAHSVA.CR. 4. . . VAHSVA.CR.1. . .					
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	X	X	X	X	X
Tuesday	. . . how to create detailed and textured artworks using pen and ink techniques such as cross-hatching, stippling, and scribbling to represent value and texture without blending.	. . . apply various pen techniques (hatching, cross-hatching, stippling, and scribbling) to add value and texture from an IRL object drawing.	<ul style="list-style-type: none"> Briefly explained the Asynchronous Learning Assignment on the previous Friday Instructions on Canvas 	<ul style="list-style-type: none"> Students should create their own drawing of an object of their choice, applying value and texture through cross-hatching, hatching, scribbling, or stippling with pen and ink. No pencils, paper given to students. 	<ul style="list-style-type: none"> Return with the drawings on Wednesday

Wednesday	. . . 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 • Submit Learn from Home assignment 	<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	. . . how to use different fonts and personal touches to create a unique sketchbook cover.	. . . create a unique cover design with personal touches and design influence.	<ul style="list-style-type: none"> • Introduction to typography and design • Sketchbooks given to students. 	<ul style="list-style-type: none"> • Studio time given to students to begin creating their unique sketchbook designs (their name, anything personal they would like to add) • 1. Mind-mapping • 2. Sketching • 3. Sketchbook (Final) • 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	. . . how to use different fonts and personal touches to create a unique sketchbook cover.	. . . create a unique cover design with personal touches and design influence.	<ul style="list-style-type: none"> • Recap the required elements for this assignment 	<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.

* ☐ 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 : _____