ARC Week at Glance

Subject: Visual Arts   **Course:** Art II   **Grade:**   9-12   **Dates:** 10/28 — 11/1

Standard(s): VAHSVA.CR. 1. . . **VAHSVA.CR.6.** . . **VAHSVA.CN.3.** . .

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	. . . how to use different fonts and personal touches to create a unique sketchbook cover.	. . . create a unique cover design with personal touches and design.	• Reminders of the assignment (pieces that need to be turned in and approved by the teacher before receiving a SB)	• Studio time given to students to either start or continue creating their unique sketchbook designs (their name, anything they would like to add/imagery)
				 • Steps before receiving Sketchbook:
				    o 1. Mind-mapping Page
				    o 2. Font Practice Page
				 • Monitor Checks by the teacher
					• 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	. . . how to use different fonts and personal touches to create a unique sketchbook cover.	. . . create a unique cover design with personal touches and design.	• Reminders of the assignment (pieces that need to be turned in and approved by the teacher before receiving a SB)	• Studio time given to students to work on their unique sketchbook designs (their name, anything they would like to add/imagery) • Monitor Checks by the teacher	• 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	. . . how to use different fonts and personal touches to create a unique sketchbook cover.	. . . create a unique cover design with personal touches and design.	• Reminders of the assignment (pieces that need to be turned in and approved by the teacher before receiving a SB)	• Studio time given to students to work on their unique sketchbook designs (their name, anything they would like to add/imagery) • Monitor Checks by the teacher	• 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	. . . the concept of **monochromatic** color schemes and how to use lightness and saturation of a single color.	. . . create a drawing or design using only one color and its variations (tints, shades, and tones).	• Introduction to color theory: monochromatic color schemes (tints, tones, and shades) • Introduce STUDIES	• Students begin to complete a color theory page in their sketchbooks; monochromatic scale and vocab (walkthrough with instructor) • Students create their own drawing utilizing only a monochromatic scale • Monitor checks by teacher.	• 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	. . . the identification and classification of **primary** colors.	. . . use colored pencils to accurately fill in a color theory page in sketchbook. . . . create a small drawing or design using only primary colors.	• Introduction to color theory: primary colors (review of the previous day: monochromatic)	• Students add to their color theory page in their sketchbooks; primary colors and vocab (walkthrough with instructor) • Students create their own drawing utilizing only a primary scale (same subject as monochromatic drawing) • Monitor checks by teacher.	• 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 : _____