

## ARC Week at Glance

**Subject:** Visual Arts

**Course:** Art II

**Grade:** 9-12

**Dates:** 11/18 — 11/22

**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>		
<b>Monday</b>	. . . creating a final piece that effectively uses my color theory knowledge and proper use of materials.	. . . create a final piece that incorporates and showcases color theory. (DAY 1)	<ul style="list-style-type: none"> <li>Review their progress and set goals for the session.</li> <li>Discuss final touches and how to evaluate their own work</li> <li>Expectations for <b>M7</b></li> </ul>	<ul style="list-style-type: none"> <li>Students create a final piece that effectively uses either crayons, colored pencils, or collage pieces.</li> <li>The final artwork demonstrates neatness, creativity, and a strong application of color theory.</li> <li>Monitor checks by teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in the clean-up process.</li> <li>Return materials to proper places, ensure area is ready for the next class, student papers are placed in designated area for the following day.</li> </ul>
<b>Tuesday</b>	. . . creating a final piece that effectively uses my color theory knowledge and proper use of materials.	. . . create a final piece that incorporates and showcases color theory. (DAY 2)	<ul style="list-style-type: none"> <li>Review their progress and set goals for the session.</li> <li>Discuss final touches and how to evaluate their own work</li> <li>Expectations for <b>M7</b></li> </ul>	<ul style="list-style-type: none"> <li>Students create a final piece that effectively uses either crayons, colored pencils, or collage pieces.</li> <li>The final artwork demonstrates neatness, creativity, and a strong application of color theory.</li> <li>Monitor checks by teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in the clean-up process.</li> <li>Return materials to proper places, ensure area is ready for the next class, student papers are placed in designated area for the following day.</li> </ul>

<b>Wednesday</b>	... creating a final piece that effectively uses my color theory knowledge and proper use of materials.	... create a final piece that incorporates and showcases color theory. (DAY 3)	<ul style="list-style-type: none"> <li>Review their progress and set goals for the session.</li> <li>Discuss final touches and how to evaluate their own work</li> <li>Expectations for <b>M7</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Students create a final piece that effectively uses either crayons, colored pencils, or collage pieces.</li> <li>The final artwork demonstrates neatness, creativity, and a strong application of color theory.</li> <li>Monitor checks by teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in the clean-up process.</li> <li>Return materials to proper places, ensure area is ready for the next class, student papers are placed in designated area for the following day.</li> <li></li> </ul>
<b>Thursday</b>	<p>... creating a final piece that effectively uses my color theory knowledge and proper use of materials.</p> <p>... self-reflection in my own and others artwork.</p>	<p>... create a final piece that incorporates and showcases color theory. (DAY 4)</p> <p>... evaluate and critique my artwork and that of another's.</p>	<ul style="list-style-type: none"> <li>Review their progress and set goals for the session.</li> <li>Discuss final touches and how to evaluate their own work</li> <li>Expectations for <b>M7</b></li> </ul>	<ul style="list-style-type: none"> <li>Students create a final piece that effectively uses either crayons, colored pencils, or collage pieces.</li> <li>The final artwork demonstrates neatness, creativity, and a strong application of color theory. Monitor checks by teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in the clean-up process.</li> <li>Return materials to proper places, ensure area is ready for the next class, student papers are placed in designated area for the following day.</li> </ul>
<b>Friday</b>	<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"> <li>Demonstrate completing a self-evaluation inside sketchbooks</li> <li>Introduce peer reflections</li> </ul>	<ul style="list-style-type: none"> <li>Studio time allotted for students to write their own self-evaluation</li> <li>Peer reflection—writing an evaluation of a peer's work</li> <li>Monitor checks by teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in the clean-up process.</li> <li>Return materials to proper places, ensure area is ready for the next class, student papers are placed in designated area for the following day.</li> </ul>

\* ☐ 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 : \_\_\_\_\_