

## ARC Week at Glance

**Subject:** Visual Arts

**Course:** Art II

**Grade:** 9-12

**Dates:** 12/9 — 12/13

Standard(s): VAHSVA.CR. 1 . . VAHSVA.CR.2 . . VAHSVA.RE.2. . VAHSVACN.2. .					
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>		
<b>Monday</b>	. . . how to express my artistic ideas through the use of chalk pastels in both small and large compositions.	. . . create a large drawing using chalk pastels.	<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> </ul> <p>Expectations for <b>M8</b></p>	<ul style="list-style-type: none"> <li>Students create a final piece that effectively uses chalk pastels.</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. 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>	. . . how to express my artistic ideas through the use of chalk pastels in both small and large compositions.  . . . self-reflection in my own work.	. . . create two small drawings using chalk pastels.  . . . evaluate and critique my artwork.	<ul style="list-style-type: none"> <li>Composition reminders, explain <b>M8</b> project</li> </ul>	<ul style="list-style-type: none"> <li>Students complete a final piece that effectively uses chalk pastels.</li> <li>Self-Reflection</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>	... how to collaborate with peers to develop a cohesive artistic composition.	... brainstorm and plan a group art project with my peers.	<ul style="list-style-type: none"> <li>• Explain the project objectives and the 3-day timeline</li> <li>• Collaboration among peers</li> </ul>	<ul style="list-style-type: none"> <li>• Students brainstorm ideas for a large composition (group collaboration)</li> <li>• Students begin sketching their composition on the large sheet of paper, centered around a theme or subject</li> <li>• Monitor checks by the 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>Thursday</b>	<p>... techniques for refining sketches and creating clean, precise ink lines.</p> <p>... how to work collaboratively to enhance the overall quality of our composition.</p>	<p>... ink over pencil sketches to create clear and defined outlines.</p> <p>... collaborate with my group to ensure a consistent and polished final product.</p>	<ul style="list-style-type: none"> <li>• Quick review of each group's progress</li> <li>• Provide constructive feedback and suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Students carefully ink over their pencil sketches.</li> <li>• Emphasize the importance of clean lines and attention to detail.</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>Friday</b>	<p>... how to use color to enhance the visual impact of a composition.</p> <p>... the importance of final touches in completing an artwork.</p>	<p>... apply different coloring techniques to add depth and interest to my composition.</p> <p>... work with my group to add final touches and present our finished artwork.</p>	<ul style="list-style-type: none"> <li>• Quick review of each group's progress</li> <li>• Provide constructive feedback and suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Students should begin adding color at this point</li> <li>• Focus on completing their compositions, adding final touches to their artwork</li> <li>• Monitor checks by the 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 : \_\_\_\_\_