

ARC Week at Glance

Subject: Visual Arts

Course: Art II

Grade: 9-12

Dates: 9/16 – 9/20

Standard(s): VAHSVA.CR. 4 . . VAHSVA.CR.3 . .					
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	. . . identify and match different values to specific areas of a drawing.	. . . accurately match and apply the correct values to the corresponding areas of a worksheet (shade by number portrait practice).	<ul style="list-style-type: none"> Continuation from previous day's work Recap and briefly explain the process of creating differing values (pressure, angle) 	<ul style="list-style-type: none"> Studio time given to students to finish their shading worksheets along with their shade by number worksheet. Monitor checks by the teacher 	<ul style="list-style-type: none"> Participate in the clean-up process. 2 Shading by numbers worksheets (Friday and Monday classes)
Tuesday	. . . the grid method and how it can develop my understanding of human proportions.	. . . create a replicated image from a pre-made grid.	<ul style="list-style-type: none"> Introduce students to the importance of understanding light sources in art (dynamic pieces, variety in values) Demonstration on how to utilize the grid method 	<ul style="list-style-type: none"> Studio time given to students to practice transferring images on a gridded worksheet Reminders to submit a photo for instructor to print off 	<ul style="list-style-type: none"> Participate in the clean-up process.
Wednesday	. . . the grid method and how it can develop my understanding of human proportions.	. . . create a self-portrait using the gridded method.	<ul style="list-style-type: none"> Demonstration on how to grid out the paper and convert the image to the other 	<ul style="list-style-type: none"> Studio time given to students to draw their grids and begin to draw themselves based on the grid method Monitor checks by the teacher 	<ul style="list-style-type: none"> Participate in the clean-up process

Thursday	. . . applying varying values to a self-portrait based on a reference photograph.	. . . apply values to a self-portrait based on a reference photograph.	<ul style="list-style-type: none"> • Recapping the assignment • Demonstrate how to create different values and utilize the grid method again 	<ul style="list-style-type: none"> • Studio time for students to work on their assignment • Pay attention to the value range on your photograph • Monitor checks by the teacher 	<ul style="list-style-type: none"> • Participate in the clean-up process.
Friday	. . . applying varying values to a self-portrait based on a reference photograph.	. . . apply values to a self-portrait based on a reference photograph.	<ul style="list-style-type: none"> • Reminders of the assignment (how to approach, how to build layers, 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.

* ☐ 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 : _____