

ARC Week at Glance

Subject: Visual Arts

Course: Art II

Grade: 9-12

Dates: 8/5 – 8/9

Standard(s): VAHSVA.CN.1 . . . VAHSVA.CR. 4 . . .					
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	. . . art classroom expectations and procedures.	. . . locate online resources that assist me in understanding the course material and addressing questions about the class.	<ul style="list-style-type: none"> • Teacher introduction • Syllabus explanation 	<ul style="list-style-type: none"> • Explain course expectations (daily routine, clean-up procedures). • Review grading requirements 	<ul style="list-style-type: none"> • Exit Ticket given to students.
Wednesday	. . . the definition of art and what constitutes something as art.	. . . describe what art is (utilization, purposes).	<ul style="list-style-type: none"> • Summarize basic daily routine. • What is Art? Introduction PowerPoint 	<ul style="list-style-type: none"> • Proceed with PowerPoint, coupled with class discussion. 	<ul style="list-style-type: none"> • Exit Ticket given to students at the beginning of class.
Thursday	. . . the importance of mark-making and line (element of art).	. . . create a line to make a design.	<ul style="list-style-type: none"> • Importance of mark-making • Brief introduction to the Elements of Art, and how artists use them to create art 	<ul style="list-style-type: none"> • Students will draw a Zentangle and outline in sharpie on a piece of paper provided by the teacher. 	<ul style="list-style-type: none"> • Participate in the clean-up process.

Friday	. . . the artistic process (finalizing).	. . . assess the artwork from the previous day and revise to compose a completed design/drawing.	<ul style="list-style-type: none"> • Reiterate the purpose of Zentangle, lines, and mark-making 	<ul style="list-style-type: none"> • Students will complete the Zentangle from the previous day. 	<ul style="list-style-type: none"> • Participate in the clean-up process. • Exit ticket: Temperature check: what are the students' feelings towards art now?
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* 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 : _____