

ARC Week at Glance

Subject: Visual Arts

Course: Art II

Grade: 9-12

Dates: 9/23 – 9/26

Standard(s): VAHSVA.CR. 4 . . . VAHSVA.CR.3 . . . VAHSVA.RE.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>		
Monday	. . . 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. 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	. . . 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. 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	. . . 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. 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	. . . how to analyze and critique self-portrait artworks, including my own and those of others.	. . . provide constructive feedback on my own and others' self-portraits artworks, focusing on composition, technique, and expression.	<ul style="list-style-type: none"> Briefly explain how to critique (more in-depth than last time) 	<ul style="list-style-type: none"> Students will reflect on their artworks and complete a self-reflection on their self-portraits via a worksheet 	<ul style="list-style-type: none"> Participate in the clean-up process.
Friday	. . . how to use different fonts and personal touches to create a unique sketchbook cover.	. . . create a unique cover design with personal touches and design	<ul style="list-style-type: none"> Introduction to typography and design 	<ul style="list-style-type: none"> Studio time given to students to begin creating their unique sketchbook designs (their name, anything they would like to add/imagery) 1. Mind-mapping 2. Font Practice Sketchbook 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 : _____