

ARC Week at Glance

Subject: Visual Arts

Course: Art II

Grade: 9-12

Dates: 2/10 — 2/14

Standard(s): VAHSVA.CR. 1... VAHSVA.CR.3... VAHSVA.CR.6... VAHSVA.RE.2... VAHSVACN.1... VAHSVA.CN.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)
			(Include at least one/two formatives*in any part of the lesson as needed)		
Monday	... expressing personal memories through writing and visual art, and selecting objects or visuals to enhance a narrative.	... write about my memories, choose relevant objects or visuals, and use mixed media techniques to create cohesive and meaningful artwork.	<ul style="list-style-type: none"> Review M3 – Basquiat Inspired Portrait <i>Final Day – Submission</i> 	<ul style="list-style-type: none"> Students will review their information on Jean-Michel Basquiat and study his style/artworks Students will emulate his style in a portrait of themselves Reflection + Planning in sketchbook (m8) 	<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	... African American visual artists.	... create a visual journal artist page inside sketchbook dedicated to a specific artist.	<ul style="list-style-type: none"> Presentation for Black History Month Artist Research page – inside student sketchbook 	<ul style="list-style-type: none"> Students will create a research page inside their sketchbooks, analyzing a BHM artist's style to emulate in an upcoming work of art. (m9 — artist research page) 	<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	... African American visual artists.	... create a work of art inspired by a specific artist.	<ul style="list-style-type: none"> Review presentation for Black History Month Artist Research page – inside student sketchbook continuation and finishing 	<ul style="list-style-type: none"> Students will begin to construct an artwork inspired by a BHM artist—the one they had previously done research on (M4 — Inspired Artwork) Day 1 Ideation/Planning before construction 	<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	... African American visual artists.	... create an artwork inspired by an African American visual artist.	<ul style="list-style-type: none"> Review presentation for Black History Month 	<ul style="list-style-type: none"> Students will create a research page inside their sketchbooks, analyzing a BHM artist to emulate their style in an upcoming work of art. (M4 — Inspired Artwork) Day 2 	<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.
Friday	X	X	X	X	X

* ☐ 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 : _____