

## ARC Week at Glance

**Subject:** Visual Arts

**Course:** Art I

**Grade:** 9-12

**Dates:** 1/27 — 1/31

**Standard(s):** VAHSVA.CR. 1... VAHSVA.CR.3... VAHSVA.CR.6... VAHSVA.RE.2... VAHSVACN.1... VAHSVA.CN.2

**Assessment(s):** ☐ Quiz ☐ Unit Test ☒ Project ☐ Lab ☐ 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>	... printmaking and its significance. ... the relationship between positive and negative space.	... successfully produce a print from a stamp (ready-made eraser). ... create a printmaking design.	<ul style="list-style-type: none"> <li>• Introduction to printmaking and its current and historical significance</li> <li>• Introduce the relationship between positive and negative space.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will observe the process for printmaking</li> <li>• Test out the gum erasers (ready-made)</li> <li>• Begin working on a design for their own erasers and print – sketching in sketchbook (<b>M2</b>)</li> <li>• Process for organizing, cleaning, and storing printmaking supplies</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>Tuesday</b>	... printmaking and the relationship between positive and negative space.	... create a gum eraser with a unique design and successfully make prints out of it.	<ul style="list-style-type: none"> <li>• Explain the process of making a print—the tools to use to carve, how to print successfully</li> </ul>	<ul style="list-style-type: none"> <li>• Students will create a successfully print of their design on a sheet of paper.</li> <li>• Encourage students to use different colors for their print. 2 sides—2 designs (<b>M2—Gum Eraser Print</b>)</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>	... printmaking and the relationship between positive and negative space.	... create a gum eraser with a unique design and successfully make prints out of it.	<ul style="list-style-type: none"> <li>Explain the process of making a print—the tools to use to carve, how to print successfully</li> </ul>	<ul style="list-style-type: none"> <li>Students will create a successfully print of their design on a sheet of paper.</li> <li>Encourage students to use different colors for their print. 2 sides—2 designs (<b>M2—Gum Eraser Print</b>)</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>	... African American visual artists.	... create an artwork inspired by an African American visual artist.	<ul style="list-style-type: none"> <li>Presentation for Black History Month</li> <li>Artist Research page – inside student sketchbook introduction +</li> </ul>	<ul style="list-style-type: none"> <li>Students will create a research page inside their sketchbooks, analyzing a BHM artist to emulate their style in an upcoming work of art.</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>	... African American visual artists.	... create an artwork inspired by an African American visual artist.	<ul style="list-style-type: none"> <li>Review presentation for Black History Month</li> </ul>	<ul style="list-style-type: none"> <li>Artist Research page – inside student sketchbook introduction – <b>FINISH</b></li> <li>Students will begin to construct an artwork inspired by a BHM artist (<b>M3</b>)</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 : \_\_\_\_\_