

## ARC Week at Glance

**Subject:** Visual Arts

**Course:** Art I

**Grade:** 9-12

**Dates:** 10/28 — 11/1

**Standard(s):** VAHSVA.CR. 3. . . VAHSVA.CR.1. . . VAHSVACN.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>	. . . the identification and classification of <b>complementary</b> colors.	. . . use colored pencils to accurately fill in a color theory page in sketchbook.  . . . create a small drawing or design using only complementary colors.	<ul style="list-style-type: none"> <li>• Introduction to color theory: complementary colors (review of the previous days as well)</li> </ul>	<ul style="list-style-type: none"> <li>• Students add to their color theory page in their sketchbooks; complementary examples and vocab (walkthrough with instructor)</li> <li>• Allow students to create their own drawing utilizing only complementary colors.</li> <li>• Monitor checks by teacher.</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>

<p style="text-align: center;"><b>Tuesday</b></p>	<p>... the identification and classification of <b>complementary</b> colors. Complete any previous ones not turned in: monochromatic, primary, secondary and complementary.</p> <p>REVISED schedule: PSATs (5, 6, and 7 periods will catch up with any drawings they are currently missing or have not finished)</p>	<p>... use colored pencils to accurately fill in a color theory page in sketchbook.</p> <p>... create a small drawing or design using only complementary colors.</p>	<ul style="list-style-type: none"> <li>• Introduction to color theory: complementary colors (review of the previous days as well)</li> </ul>	<ul style="list-style-type: none"> <li>• Students add to their color theory page in their sketchbooks; complementary examples and vocab (walkthrough with instructor)</li> <li>• Allow students to create their own drawing utilizing only complementary colors.</li> <li>• Monitor checks by teacher.</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>
<p style="text-align: center;"><b>Wednesday</b></p>	<p>... the identification and classification of <b>analogous color schemes</b> and <b>tertiary</b> colors.</p>	<p>... use colored pencils to accurately fill in a color theory page in sketchbook.</p> <p>... create a small drawing or design using an analogous color scheme.</p>	<ul style="list-style-type: none"> <li>• Introduction to color theory: tertiary colors and analogous color schemes (review of the previous days as well)</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students to create their own drawing utilizing analogous colors</li> <li>• Monitor checks by teacher.</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>	. . . planning and sketching ideas in my sketchbook to develop cohesive and visually appealing drawings.	. . . create a detailed sketch inside my sketchbook, which aids in planning and executing a larger, more complex art project.	<ul style="list-style-type: none"> <li>• Introduce to students to their M6 project</li> <li>• Explain the steps, process, and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students to brainstorm at least 3 different possible versions of this project in their sketchbook</li> <li>• Monitor checks by teacher.</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>	. . . the practical application of color theory based off prior knowledge and planned sketches.	. . . create an artwork that showcases specific color relationships accordingly.  . . . use sketches as a guide to develop a cohesive and visually appealing piece.	<ul style="list-style-type: none"> <li>• Review the project, outline the process and steps for students</li> <li>• Approve sketches to get final paper</li> </ul>	<ul style="list-style-type: none"> <li>• Studio time allotted for students to begin creating their projects; must showcase the differing color relationships practiced in the previous week's exercises</li> <li>• Monitor checks by teacher.</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 : \_\_\_\_\_