

ARC Week at Glance

Subject: Visual Arts

Course: Art I

Grade: 9-12

Dates: 11/12 — 11/15

Standard(s): VAHSVA.CR. 1. . . VAHSVA.CR.2. . . VAHSVA.RE.2. . 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>		
Monday	VETERAN'S DAY — HOLIDAY				
Tuesday	. . . self-reflection in my own artwork.	. . . evaluate and critique my artwork.	<ul style="list-style-type: none"> Review the project, outline the process and steps for students Demonstrate filling out student self-evaluation 	<ul style="list-style-type: none"> Studio time allotted for students to write their own self-evaluation Monitor checks by 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	. . . the properties and techniques of oil pastels, including blending, layering, and creating textures.	. . . effectively blend, layer and create textures using oil pastels.	<ul style="list-style-type: none"> • Brief history and overview of oil pastels. • Discuss the unique properties of oil pastels compared to other mediums. • Show basic techniques: blending, layering, sgraffito (scratching), and creating textures. • Demonstrate how to use blending tools and fingers for different effects. 	<ul style="list-style-type: none"> • Students practice blending, layering, and creating textures on small pieces of paper. • Encourage experimentation with different pressure levels and color combinations. 	<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 express my artistic ideas through the use of oil pastels in both small sketches and larger compositions.	. . . create a series of thumbnail sketches that explore different compositions and color schemes.	<ul style="list-style-type: none"> • Quick sketching exercise to loosen up and get comfortable with oil pastels. (10 minutes) • Review the techniques of oil pastels. 	<ul style="list-style-type: none"> • Students create a series of 4-6 thumbnail sketches in their sketchbooks. • Focus on composition, color schemes, and subject matter for a larger piece. • Encourage students to explore different styles (realistic, abstract, impressionistic) 	<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	. . . how to express my artistic ideas through the use of oil pastels in both small sketches and larger compositions.	. . . create a series of thumbnail sketches that explore different compositions and color schemes.	<ul style="list-style-type: none"> • Longer sketching exercise to loosen up and get comfortable with oil pastels. (20 minutes) • Review the techniques of oil pastels. 	<ul style="list-style-type: none"> • Students create a series of 4-6 thumbnail sketches in their sketchbooks. • Focus on composition, color schemes, and subject matter for a larger piece. 	<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.
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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 : _____