

Alabama 10 Visual Arts

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Alabama
Grade	10 (High)
Subject	Visual Arts
Course category	Fine Arts
Standards family	Fine Arts
Framework	2024 Alabama Course of Study: Arts Education
Issuing agency	Alabama State Department of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — What Ethical Practice Means Here

Unit 3: Ethical Practice · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What makes a way of working ethical, rather than just legal?
Standards	Creating / Investigate (2) → VA-II.4 Creating / Investigate — Explain and incorporate ethical practices in the development of works of art.
Learning target	"I can explain what ethical practice means in making art, and why it is not the same as what is allowed."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain ethical practices in the development of works of art.

Success criteria (student-friendly)

- "I explain an ethical practice in my own words."
- "I distinguish an ethical question from a legal one."
- "I identify where an ethical question arises in my own work."

Academic vocabulary

ethical practice, attribution, consent, permission, provenance, honesty, responsibility, policy

Materials and technology

- Notebooks
- The school's own policies
- Paper and pencil

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

An ethical practice explained and located in the student's own work.

Family communication

Ask your child what an artist owes to the people and sources in their work.

Day 41 — A Different VA-II.4

Week 9, Day 1 · Unit 3 · Standards: VA-II.4

Focus	What Level II changed.
Learning target	"I can explain what ethical practice means in making art, and why it is not the same as what is allowed."
Vocabulary in use	ethical practice, attribution, consent, permission, provenance, honesty, responsibility, policy
Local date	_____

Learning sequence

TEACHER NOTE. Level I's standard 4 was the safe handling of materials; LEVEL II'S STANDARD 4 IS ETHICAL PRACTICE IN THE DEVELOPMENT OF WORKS OF ART. A course that read this unit as more safety teaching would miss it entirely. Safety continues to be practised in every making week under the school's own policy, and is not cited as a standard anywhere in this plan. Connect: Unit 2's making. Teach: what the standard asks - to EXPLAIN and to INCORPORATE ethical practices - so this unit ends in a work, not an essay. Try: shared listing of decisions in Unit 2 that had an ethical dimension nobody named at the time. Apply: students identify one such decision in their own work. Reflect: the questions were always there; the standard makes them explicit.

Check for understanding

Student identifies an ethical dimension in their own earlier work.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Ethics and Law Are Not the Same

Week 9, Day 2 · Unit 3 · Standards: VA-II.4

Focus	The distinction.
Learning target	"I can explain what ethical practice means in making art, and why it is not the same as what is allowed."
Vocabulary in use	ethical practice, attribution, consent, permission, provenance, honesty, responsibility, policy
Local date	_____

Learning sequence

TEACHER NOTE. THIS PLAN GIVES NO LEGAL ADVICE. Where a question is legal - what a licence permits, what counts as fair use, what the school may publish - follow the school's and district's own policy and ask the person responsible for it. Connect: the standard. Teach: that some things are permitted and still wrong, and some things are forbidden for reasons unrelated to ethics, so the two questions are asked separately: 'am I allowed?' and 'is this the right way to work?' Try: shared discussion of three ordinary studio situations against both questions. Apply: students write the two questions for a situation of their own. Reflect: an artist answers both, and only one of them is somebody else's job.

Check for understanding

Student separates the legal and ethical questions in a situation.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Honest Description

Week 9, Day 3 · Unit 3 · Standards: VA-II.4

Focus	The simplest practice.
Learning target	"I can explain what ethical practice means in making art, and why it is not the same as what is allowed."
Vocabulary in use	ethical practice, attribution, consent, permission, provenance, honesty, responsibility, policy
Local date	_____

Learning sequence

Connect: Week 6's caption. Teach: honest description as an ethical practice - what a work is, how it was made, what it is based on, how much of it is the student's own - and why an inaccurate caption is the most common and most avoidable failure. Try: shared drafting of an accurate description for a mixed-source work. Apply: students write accurate descriptions for two of their own works. Reflect: describing your work accurately costs nothing and is the whole of one practice.

Check for understanding

Student writes an accurate description of their own work.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Who Is Affected

Week 9, Day 4 · Unit 3 · Standards: VA-II.4

Focus	The people in the frame.
Learning target	"I can explain what ethical practice means in making art, and why it is not the same as what is allowed."
Vocabulary in use	ethical practice, attribution, consent, permission, provenance, honesty, responsibility, policy
Local date	_____

Learning sequence

Connect: honesty. Teach: identifying who a work affects - the people depicted, the people whose material was used, the audience, the artist - and that ethical practice starts with noticing that somebody is affected at all. Try: shared mapping of affected parties for a hypothetical work. NO REAL PERSON IS DISCUSSED AND NO STUDENT IS ASKED ABOUT ANYBODY THEY KNOW. Apply: students map the affected parties for their own planned work. Reflect: the map is usually longer than expected.

Check for understanding

Student maps who is affected by a work.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Explaining a Practice

Week 9, Day 5 · Unit 3 · Standards: VA-II.4

Focus	The standard's first verb.
Learning target	"I can explain what ethical practice means in making art, and why it is not the same as what is allowed."
Vocabulary in use	ethical practice, attribution, consent, permission, provenance, honesty, responsibility, policy
Local date	_____

Learning sequence

Connect: the week. Teach: what a good explanation of an ethical practice contains - what it is, why it matters, what it costs, and what it looks like on a Tuesday in a busy room - because a practice nobody can follow is a slogan. Try: shared modelling. Apply: students explain one ethical practice in writing. Reflect: explain now, incorporate for the rest of the unit.

Check for understanding

Student explains an ethical practice in writing.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
- Not affiliated with or endorsed by Alabama State Department of Education, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Alabama State Department of Education, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using https://www.alabamaachieves.org/wp-content/uploads/2025/01/AS_20250108_2024-Alabama-Course-of-Study-Arts-Education_V1.0.pdf and local school or district guidance.

Source citation

Alabama State Department of Education. 2024 Alabama Course of Study: Arts Education. Adopted 2024. The high school visual arts standards are organised as FOUR SEQUENTIAL LEVELS across Grades 9-12 rather than by grade, and the course of study assigns no level to a named grade. It states that "Level I is the foundational course, for which no prerequisite is required" and that "the succeeding levels build upon concepts and skills learned at previous levels", so GRADE 10 IS MAPPED TO HIGH SCHOOL LEVEL II on the prerequisite structure: a student who took the foundational course in Grade 9 is in Level II in Grade 10. Nothing prevents a Grade 10 student who has never taken art from starting at LEVEL I, which is the Grade 9 entry in this series. Levels III and IV are separate later courses and none of their standards is included. The half-credit General Visual Arts course is drawn from Level I only -- the document says it "cannot be used as a prerequisite for a Level II course" -- so no half-credit subset is marked here. Retrieved 2026-07-27 from https://www.alabamaachieves.org/wp-content/uploads/2025/01/AS_20250108_2024-Alabama-Course-of-Study-Arts-Education_V1.0.pdf