
Alabama 12 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	12 (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 Makes A Series

Unit 3: A Series, And Craftsmanship · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What holds a group of works together?
Standards	Creating / Investigate (1) → VA-IV.3 Creating / Investigate — Experiment to make a series of works of art that explore a personal theme, idea, or concept and demonstrate mastery of technical skill and craftsmanship with various art media.
Learning target	"I can plan a series held together by a theme."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will experiment to make a series of works of art that explore a personal theme, idea, or concept and demonstrate mastery of technical skill and craftsmanship with various art media.

Success criteria (student-friendly)

- "I state the theme that holds the series."
- "I plan works that differ meaningfully."
- "I choose media deliberately."

Academic vocabulary

series, theme, coherence, variation, medium, craftsmanship

Materials and technology

- Sketchbooks
- Studio materials the school already has
- 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.

Support area	This week's plan
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

A series planned with a stated theme and deliberate variation.

Family communication

Ask your child what holds their series together.

Day 41 — Personal Means Your Choice, Not Your Autobiography

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

Focus	The most important note in the unit.
Learning target	"I can plan a series held together by a theme."
Vocabulary in use	series, theme, coherence, variation, medium, craftsmanship
Local date	_____

Learning sequence

TEACHER NOTE, AND SAY IT ALOUD BEFORE ANYTHING ELSE. STANDARD 3 SAYS 'A PERSONAL THEME, IDEA, OR CONCEPT'. IN THIS ROOM 'PERSONAL' MEANS THE STUDENT'S OWN CHOICE OF ENQUIRY AND NOTHING MORE. NO STUDENT IS REQUIRED TO MAKE WORK ABOUT THEMSELVES, THEIR FAMILY, THEIR BELIEFS, THEIR HERITAGE, THEIR DIFFICULTIES OR ANYTHING THEY WOULD RATHER NOT DISCLOSE, and rigorous work about an entirely impersonal subject meets the standard in full. A fourth-year art class is where students are most likely to be nudged toward confession, and that is the nudge this plan refuses. Connect: the standard. Teach: the reading above, and what a theme actually is -- a question or concern the works share, not a subject they depict. Try: shared distinction between subject and theme on supplied examples. Apply: students state a candidate theme. Reflect: is yours a theme or a subject?

Check for understanding

Student distinguishes theme from subject and states a candidate theme.

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 — Coherence Without Sameness

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

Focus	The design problem.
Learning target	"I can plan a series held together by a theme."
Vocabulary in use	series, theme, coherence, variation, medium, craftsmanship
Local date	_____

Learning sequence

Connect: a series must hang together and not repeat. Teach: what can hold a series together -- the question, the palette, the format, the process, the scale -- and that holding ONE of these constant while varying others is what produces a series rather than a set. Try: shared analysis of supplied series. Apply: students decide what will be constant in theirs. Reflect: what will vary?

Check for understanding

Student decides what is constant and what varies across a series.

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 — Choosing Media Deliberately

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

Focus	The standard's 'various art media'.
Learning target	"I can plan a series held together by a theme."
Vocabulary in use	series, theme, coherence, variation, medium, craftsmanship
Local date	_____

Learning sequence

TEACHER NOTE: MEDIA ARE WHATEVER THE DEPARTMENT ALREADY HAS. No medium, brand or supplier is named or required, and a series made entirely in pencil on paper can meet the standard if the choices are justified. Connect: standard 3 says VARIOUS ART MEDIA. Teach: that a medium is a decision with consequences -- what it makes easy, what it makes hard, what it says before the image does -- so 'various' should mean deliberately chosen rather than merely several. Try: shared reasoning about supplied pairings. Apply: students justify their media choices. Reflect: what does your medium make hard?

Check for understanding

Student justifies media choices by their consequences.

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 — Planning The Series

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

Focus	Production planning.
Learning target	"I can plan a series held together by a theme."
Vocabulary in use	series, theme, coherence, variation, medium, craftsmanship
Local date	_____

Learning sequence

Connect: theme, constants, media. Teach: how to plan a series realistically -- how many, in what order, what each is testing, and what happens if one fails -- and that planning the ORDER matters because each should learn from the last. Try: shared planning. Apply: students plan their series. Reflect: is the number realistic?

Check for understanding

Student plans a series with order and purpose per piece.

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 — Beginning

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

Focus	Studio.
Learning target	"I can plan a series held together by a theme."
Vocabulary in use	series, theme, coherence, variation, medium, craftsmanship
Local date	_____

Learning sequence

Connect: the plan. Teach: reminders only -- annotate as you go, keep what fails. Try: brief setup. Apply: students begin the first work in the series. Reflect: what did the first piece teach you about the plan?

Check for understanding

Student begins a planned series and records what the first piece taught.

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.
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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 12 IS MAPPED TO HIGH SCHOOL LEVEL IV on the prerequisite structure: a student who took the foundational course in Grade 9 and Levels II and III in Grades 10 and 11 is in Level IV in Grade 12. THIS IS THE LAST LEVEL THE DOCUMENT PUBLISHES, so unlike the three rows before it no further course follows. Nothing prevents a Grade 12 student who has never taken art from starting at LEVEL I, which is the Grade 9 entry in this series. Level IV shares a table with Level III on pages 274-277 and numbers its standards 1-15 exactly as the Levels I and II table does; the extraction is bounded by the running head rather than by page number, the column band is measured on these pages, and THE PROCESS-COMPONENT MAPPING IS DERIVED FROM THE LEVEL IV COLUMN rather than copied from Level III -- both cells of a table row share a row, so the two agree at all fifteen, but agreement is checked and reported rather than assumed, because correct text under a false label is invisible to every count and every verbatim check. Every statement is checked against Level III at the same number and against the shipped Level I, II and III sets. 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