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# Nevada 1 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            | Nevada                                                                |
| Grade            | 1 (Elementary)                                                        |
| Subject          | Visual Arts                                                           |
| Course category  | Fine Arts                                                             |
| Standards family | Fine Arts                                                             |
| Framework        | Nevada Fine Arts Standards, based on the National Core Arts Standards |
| Issuing agency   | Nevada 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 — Texture I Can Feel and See

### Unit 3: Texture, Form and Pattern · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                   |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How can a flat picture show texture?                                                                                                                                                                                                              |
| Standards          | <b>Experimenting With New Materials</b> — <i>Official state standard verification required before school submission.</i><br><b>Explaining the Choices I Made</b> — <i>Official state standard verification required before school submission.</i> |
| Learning target    | "I can make texture I can feel and texture I can only see."                                                                                                                                                                                       |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                   |

#### Measurable objectives

- Students will explore and experiment with a range of materials.
- Students will create and describe real and implied texture.

#### Success criteria (student-friendly)

- "I make a real texture."
- "I show texture in a drawing."
- "I name the texture."

#### Academic vocabulary

texture, rough, smooth, rubbing, implied

#### Materials and technology

- Textured surfaces
- Crayons
- Paper
- Collage materials
- Aprons

#### 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. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 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

Product: child produces real and implied texture.

### Family communication

Do a crayon rubbing of something textured at home.

## Day 41 — Textures Around Us

Week 9, Day 1 · Unit 3 · Standards: Experimenting With New Materials, Explaining the Choices I Made

|                   |                                                             |
|-------------------|-------------------------------------------------------------|
| Focus             | Noticing texture.                                           |
| Learning target   | "I can make texture I can feel and texture I can only see." |
| Vocabulary in use | texture, rough, smooth                                      |
| Local date        | _____                                                       |

### Learning sequence

Look: surfaces. Learn: texture is how it feels. Make: touching and describing. Share: words gathered. Tidy: samples stored.

### Check for understanding

Student describes the texture of a surface.

### 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 — Taking a Rubbing

Week 9, Day 2 · Unit 3 · Standards: Experimenting With New Materials, Explaining the Choices I Made

|                   |                                                             |
|-------------------|-------------------------------------------------------------|
| Focus             | Recording texture.                                          |
| Learning target   | "I can make texture I can feel and texture I can only see." |
| Vocabulary in use | texture, rough, smooth                                      |
| Local date        | _____                                                       |

### Learning sequence

Look: rubbing demonstration. Learn: technique. Make: rubbings. Share: comparing. Tidy: crayons stored.

### Check for understanding

Student produces a clear texture rubbing.

### 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 — Drawing a Texture

Week 9, Day 3 · Unit 3 · Standards: Experimenting With New Materials, Explaining the Choices I Made

|                   |                                                             |
|-------------------|-------------------------------------------------------------|
| Focus             | Implied texture.                                            |
| Learning target   | "I can make texture I can feel and texture I can only see." |
| Vocabulary in use | texture, rough, smooth                                      |
| Local date        | _____                                                       |

### Learning sequence

Look: drawn textures. Learn: marks suggest surface. Make: drawing textures. Share: comparing to real. Tidy: work stored.

### Check for understanding

Student draws marks that suggest a texture.

### 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 — Building Texture With Materials

Week 9, Day 4 · Unit 3 · Standards: Experimenting With New Materials, Explaining the Choices I Made

|                   |                                                             |
|-------------------|-------------------------------------------------------------|
| Focus             | Real texture in collage.                                    |
| Learning target   | "I can make texture I can feel and texture I can only see." |
| Vocabulary in use | texture, rough, smooth                                      |
| Local date        | _____                                                       |

### Learning sequence

Look: textured collage. Learn: layering materials. Make: textured collage. Share: touching. Tidy: work dried.

### Check for understanding

Student builds a real texture into an artwork.

### 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 — Describing Texture in My Work

Week 9, Day 5 · Unit 3 · Standards: Experimenting With New Materials, Explaining the Choices I Made

|                   |                                                             |
|-------------------|-------------------------------------------------------------|
| Focus             | Vocabulary application.                                     |
| Learning target   | "I can make texture I can feel and texture I can only see." |
| Vocabulary in use | texture, rough, smooth                                      |
| Local date        | _____                                                       |

### Learning sequence

Look: own work. Learn: texture words. Make: labelling. Share: describing. Tidy: work displayed.

### Check for understanding

Student describes texture in 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.

## Important before you buy

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- 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.
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## Source citation

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