

# New Hampshire 9 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            | New Hampshire                                                    |
| Grade            | 9 (High)                                                         |
| Subject          | Visual Arts                                                      |
| Course category  | Fine Arts                                                        |
| Standards family | Fine Arts                                                        |
| Framework        | New Hampshire K-12 Curriculum Framework for the Arts (RSA 193-C) |
| Issuing agency   | New Hampshire 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 — An Object or a Place That Matters

### Unit 3: An Idea Worth Making · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What thing or place actually changes how people live?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Standards          | <p><b>Creating / Investigate (3) -&gt; Visual Arts Curriculum Standard 3, Additional Grades 9-12</b></p> <p><b>Visual Arts: Select and apply a range of subject matter, symbols and ideas.</b> — (c) describe the origins of specific images and ideas and explain their significance; (d) evaluate the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' work and the work of others</p> <p><b>Visual Arts Curriculum Standard 3, End of Grade 12 Visual Arts: Select and apply a range of subject matter, symbols and ideas.</b> — (a) reflect on how artworks differ visually, spatially, and functionally; (b) use subject matter, symbols, ideas, and themes that demonstrate knowledge of contexts, values, and aesthetics</p> |
| Learning target    | "I can identify an object or place that empowers or enhances life and begin an artistic idea from it."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

### Measurable objectives

- Students will develop an artistic idea that illustrates a societal, cultural or historical object or place which empowers or enhances life.

### Success criteria (student-friendly)

- "I identify a societal, cultural or historical object or place."
- "I explain how it empowers or enhances life."
- "I develop an artistic idea from it."

### Academic vocabulary

societal, cultural, historical, empower, enhance, subject, significance, development

### Materials and technology

- Sketchbooks or folded paper
- Notebooks
- Research sources the school may lawfully use

### 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.                                   |

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

A subject chosen, justified against the standard, and developed.

### Family communication

Ask your child what object or place they chose and why.

## Day 41 — Reading the Standard Carefully

Week 9, Day 1 · Unit 3 · Standards: Visual Arts Curriculum Standard 3, Additional Grades 9-12, Visual Arts Curriculum Standard 3, End of Grade 12

|                   |                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------|
| Focus             | What it actually asks.                                                                                 |
| Learning target   | "I can identify an object or place that empowers or enhances life and begin an artistic idea from it." |
| Vocabulary in use | societal, cultural, historical, empower, enhance, subject, significance, development                   |
| Local date        | _____                                                                                                  |

### Learning sequence

TEACHER NOTE: THE COURSE OF STUDY NAMES NO OBJECT, PLACE, CULTURE, TRADITION, PERIOD OR SITE HERE, AND NEITHER DOES THIS PLAN. Students choose their own subject against the standard's criteria. NO STUDENT IS ASKED TO DRAW ON THEIR OWN CULTURE, FAMILY, BELIEFS OR CIRCUMSTANCES, or to speak for any group; an observed, invented or researched subject meets the standard equally, and that alternative is offered to the whole class rather than to individuals. Connect: the making skills. Teach: unpacking the standard clause by clause - a societal, cultural OR historical object or place, which EMPOWERS OR ENHANCES life - and that the last clause is the real filter. Try: shared testing of four candidate subjects against it. Apply: students state the criteria in their own words. Reflect: most subjects fail the last clause, which is what makes it a useful one.

### Check for understanding

Student states the standard's criteria for a subject.

### 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 — Things That Enhance Life

**Week 9, Day 2 · Unit 3 · Standards: Visual Arts Curriculum Standard 3, Additional Grades 9-12, Visual Arts Curriculum Standard 3, End of Grade 12**

|                          |                                                                                                        |
|--------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Focus</b>             | Objects.                                                                                               |
| <b>Learning target</b>   | "I can identify an object or place that empowers or enhances life and begin an artistic idea from it." |
| <b>Vocabulary in use</b> | societal, cultural, historical, empower, enhance, subject, significance, development                   |
| <b>Local date</b>        | _____                                                                                                  |

### Learning sequence

Connect: criteria. Teach: OBJECTS that empower or enhance life - tools, instruments, vessels, devices, everyday things designed to make something possible - and how to look at one as an artist rather than a user. Try: shared analysis of an object present in the room. Apply: students identify three candidate objects. Reflect: the object does not have to be important to anyone but the people it helps.

### Check for understanding

Student identifies candidate objects against the criteria.

### 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 — Places That Enhance Life

**Week 9, Day 3 · Unit 3 · Standards: Visual Arts Curriculum Standard 3, Additional Grades 9-12, Visual Arts Curriculum Standard 3, End of Grade 12**

|                          |                                                                                                        |
|--------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Focus</b>             | Places.                                                                                                |
| <b>Learning target</b>   | "I can identify an object or place that empowers or enhances life and begin an artistic idea from it." |
| <b>Vocabulary in use</b> | societal, cultural, historical, empower, enhance, subject, significance, development                   |
| <b>Local date</b>        | _____                                                                                                  |

### Learning sequence

Connect: objects. Teach: PLACES that empower or enhance life - places that gather people, shelter them, let them do something they otherwise could not - and how a place is drawn: what to include, what to leave out. NO PARTICULAR PLACE IS PRESCRIBED and no student is asked about where they live. Try: shared analysis of a place type. Apply: students identify three candidate places. Reflect: a place is a subject with a use, which is what the standard is asking about.

### Check for understanding

Student identifies candidate places against the criteria.

### 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 — Choosing and Justifying

**Week 9, Day 4 · Unit 3 · Standards: Visual Arts Curriculum Standard 3, Additional Grades 9-12, Visual Arts Curriculum Standard 3, End of Grade 12**

|                          |                                                                                                        |
|--------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Focus</b>             | The decision.                                                                                          |
| <b>Learning target</b>   | "I can identify an object or place that empowers or enhances life and begin an artistic idea from it." |
| <b>Vocabulary in use</b> | societal, cultural, historical, empower, enhance, subject, significance, development                   |
| <b>Local date</b>        | _____                                                                                                  |

### Learning sequence

Connect: candidates. Teach: choosing one subject and writing the justification against the standard's own words, because a subject a student cannot justify is one they will abandon in week three. Try: shared justification. Apply: students choose their subject and justify it. Reflect: write the justification down; you will need it in Unit 4 when the work gets hard.

### Check for understanding

Student chooses and justifies a subject.

### 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 — First Development

**Week 9, Day 5 · Unit 3 · Standards: Visual Arts Curriculum Standard 3, Additional Grades 9-12, Visual Arts Curriculum Standard 3, End of Grade 12**

|                          |                                                                                                        |
|--------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Focus</b>             | The standard's verb DEVELOP.                                                                           |
| <b>Learning target</b>   | "I can identify an object or place that empowers or enhances life and begin an artistic idea from it." |
| <b>Vocabulary in use</b> | societal, cultural, historical, empower, enhance, subject, significance, development                   |
| <b>Local date</b>        | _____                                                                                                  |

### Learning sequence

Connect: the subject. Teach: that DEVELOP means the idea changes under work - so the first studies are exploratory rather than final, and Week 2's three approaches are all available. Try: shared start. Apply: students produce first development studies. Reflect: the first version of an idea is almost never the one that gets made.

### Check for understanding

Student produces first development studies.

### 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.
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## Source citation

New Hampshire Department of Education. New Hampshire K-12 Curriculum Framework for the Arts (RSA 193-C). New Hampshire's own framework, issued under RSA 193-C. It carries no compact code, so a standard is cited by discipline, standard number and proficiency band, which is exactly how the framework identifies it. Proficiency is stated at the end of grades 4, 8 and 12, and the grade 8 and grade 12 lists are written as increments on the band below ("in addition to the above"), so a grade 12 course remains accountable for the earlier bands. New Hampshire is a local-control state: district schools, public charter schools and private schools each adopt their own curriculum, not the Department of Education nor the State Board of Education. Retrieved 2026-07-27 from <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/career-and-college-ready-standards>