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# North Dakota 5 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            | North Dakota                                                                                    |
| Grade            | 5 (Elementary)                                                                                  |
| Subject          | Visual Arts                                                                                     |
| Course category  | Fine Arts                                                                                       |
| Standards family | Fine Arts                                                                                       |
| Framework        | North Dakota Fine Arts Content Standards K-12 (2019), adopting the National Core Arts Standards |
| Issuing agency   | North Dakota Department of Public Instruction                                                   |
| 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 — Documenting Places and Objects

### Unit 3: The Art-Making Process · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do you show why something matters to you?                                                                                           |
| Standards          | <b>Documenting Places and Objects That Matter</b> -> VA:Pr5.5.a, VA:Pr6.5.a, VA:Pr4.5.a — 3 standards; full text in the standards table |
| Learning target    | "I can visually document a place or object that matters to me."                                                                         |
| Local dates        | _____ (enter your school dates)                                                                                                         |

#### Measurable objectives

- Students will describe and visually document places and/or objects of personal significance.
- Students will choose what to share.

#### Success criteria (student-friendly)

- "I choose something significant to me."
- "I document it visually."
- "I describe why it matters."

#### Academic vocabulary

document, significance, detail, viewpoint, record

#### Materials and technology

- Sketchbooks
- Pencils and colour media
- Objects supplied by the teacher as alternatives
- Rulers
- Class devices

#### 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.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 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 visual document of a chosen place or object with a written description.

**Family communication**

Ask your child what they chose to document, if they want to share it.

## Day 41 — Place, or Object, or Either

Week 9, Day 1 · Unit 3 · Standards: VA:Pr5.5.a, VA:Pr6.5.a, VA:Pr4.5.a

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | The choice.                                                     |
| Learning target   | "I can visually document a place or object that matters to me." |
| Vocabulary in use | document, significance, detail                                  |
| Local date        | _____                                                           |

### Learning sequence

TEACHER NOTE: this standard invites pupils toward home and family. NO PUPIL IS ASKED TO REVEAL ANYTHING ABOUT THEIR HOME OR CIRCUMSTANCES. An object is as valid as a place, a place in school or the neighbourhood is as valid as one at home, and a teacher-supplied object is a full alternative for any pupil who prefers it. Work stays private unless the pupil chooses otherwise. Connect: looking closely. Teach: what makes something significant - memory, use, person, feeling. Try: shared discussion of general examples. Apply: pupils choose privately. Reflect: the choice belongs to the pupil.

### Check for understanding

Student chooses a place or object and says it is theirs to choose.

### 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 — Looking Long Enough

Week 9, Day 2 · Unit 3 · Standards: VA:Pr5.5.a, VA:Pr6.5.a, VA:Pr4.5.a

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | Observation.                                                    |
| Learning target   | "I can visually document a place or object that matters to me." |
| Vocabulary in use | document, significance, detail                                  |
| Local date        | _____                                                           |

### Learning sequence

Connect: the choice. Teach: that documenting needs longer looking than pupils expect, and what to look for - shape, proportion, texture, detail, how light falls. Try: shared observation of a supplied object. Apply: pupils observe and note. Reflect: DRAWING SKILL IS NOT THE ASSESSMENT; accurate observation is.

### Check for understanding

Student records three specific observed details.

### 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 a Viewpoint

Week 9, Day 3 · Unit 3 · Standards: VA:Pr5.5.a, VA:Pr6.5.a, VA:Pr4.5.a

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | Deliberate choice.                                              |
| Learning target   | "I can visually document a place or object that matters to me." |
| Vocabulary in use | document, significance, detail                                  |
| Local date        | _____                                                           |

### Learning sequence

Connect: observation. Teach: that where you look from changes what the document says - close, far, above, from the side. Try: shared trial of three viewpoints. Apply: pupils choose one and say why. Reflect: a choice made on purpose is what makes it art-making rather than copying.

### Check for understanding

Student chooses a viewpoint and justifies it.

### 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 — Documenting Visually

Week 9, Day 4 · Unit 3 · Standards: VA:Pr5.5.a, VA:Pr6.5.a, VA:Pr4.5.a

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | The making.                                                     |
| Learning target   | "I can visually document a place or object that matters to me." |
| Vocabulary in use | document, significance, detail                                  |
| Local date        | _____                                                           |

### Learning sequence

Connect: viewpoint. Teach: building the visual document with the elements that carry significance emphasised. Try: shared work. Apply: pupils document. Reflect: VISUALLY DOCUMENT is the standard's phrase, so accuracy serves meaning.

### Check for understanding

Student produces a visual document of their 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 — Describing Why It Matters

Week 9, Day 5 • Unit 3 • Standards: VA:Pr5.5.a, VA:Pr6.5.a, VA:Pr4.5.a

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | VA:Pr5.5.a, VA:Pr6.5.a, VA:Pr4.5.a assessed.                    |
| Learning target   | "I can visually document a place or object that matters to me." |
| Vocabulary in use | document, significance, detail                                  |
| Local date        | _____                                                           |

### Learning sequence

Connect: the document. Teach: writing a description that says what it is and why it is significant, sharing only what the pupil chooses to. Try: shared modelling. Apply: pupils write. Reflect: this week's standard recorded.

### Check for understanding

Student describes their subject and its significance.

### 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

North Dakota Department of Public Instruction. North Dakota Fine Arts Content Standards K-12 (2019), adopting the National Core Arts Standards. North Dakota adopted the National Core Arts Standards and publishes one document per discipline - Dance (DA), Media Arts (MA), Music (MU), Theatre (TH) and Visual Arts (VA). The discipline prefix is part of the code (VA:Cr1.1.a), so the same anchor number in two disciplines is never confused. The disciplines do not share a scope vocabulary: visual and media arts run K-8 then HS1-HS3; theatre and dance run K-6 then MS then HS; music runs K-6 and then switches to ENSEMBLE proficiency levels I-III, so a grade 7-12 band, choir or orchestra product cites the ensemble level rather than a grade. Retrieved 2026-07-27 from <https://www.nd.gov/dpi/districtsschools/north-dakota-education-content-standards/fine-arts>