
Ohio 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	Ohio
Grade	1 (Elementary)
Subject	Visual Arts
Course category	Fine Arts
Standards family	Fine Arts
Framework	Ohio's Learning Standards for Fine Arts: Visual Art (2024)
Issuing agency	Ohio Department of Education and Workforce
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	Experimenting With New Materials -> 1.2PE PE — Engage with materials and tools to develop artmaking skills. 1.3PE PE — Convey ideas and emotions using the elements of art. Explaining the Choices I Made -> 1.2PE PE — Engage with materials and tools to develop artmaking skills. 1.3PE PE — Convey ideas and emotions using the elements of art.
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: 1.2PE, 1.3PE

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: 1.2PE, 1.3PE

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: 1.2PE, 1.3PE

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: 1.2PE, 1.3PE

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: 1.2PE, 1.3PE

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

- 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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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.

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Source citation

Ohio Department of Education and Workforce. Ohio's Learning Standards for Fine Arts: Visual Art (2024). Ohio publishes one adopted fine arts document per discipline - Dance, Drama/Theatre, Media Arts, Music and Visual Art - and all five reuse the same code shape (scope.number + process), so the discipline is carried by the document rather than by the code. The four processes are Creating (CR), Performing/Presenting/Producing (PE), Responding (RE) and Connecting (CO). Ohio writes K-8 by grade and then switches to named proficiency levels - HSP, HSI, HSAC, HSAD - rather than to grades 9-12. Music additionally carries an ENSEMBLE ladder (ENN, ENI, ENS, ENAC, ENAD), which is what a band, choir or orchestra course sits on. Scope: scopes 1. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards>