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# Ohio 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            | Ohio                                                       |
| Grade            | 12 (High)                                                  |
| 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 — 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          | <b>Creating / Investigate (1)</b> -> <b>HSAC.1RE, HSAC.2RE, HSAC.3RE, HSAC.4RE</b> — 4 standards; full text in the standards table |
| 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.                                                                    |
| 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: HSAC.1RE, HSAC.2RE, HSAC.3RE, HSAC.4RE

|                   |                                                            |
|-------------------|------------------------------------------------------------|
| 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. 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: HSAC.1RE, HSAC.2RE, HSAC.3RE, HSAC.4RE

|                   |                                                            |
|-------------------|------------------------------------------------------------|
| 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: HSAC.1RE, HSAC.2RE, HSAC.3RE, HSAC.4RE

|                   |                                                            |
|-------------------|------------------------------------------------------------|
| 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. 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: HSAC.1RE, HSAC.2RE, HSAC.3RE, HSAC.4RE

|                   |                                                            |
|-------------------|------------------------------------------------------------|
| 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: HSAC.1RE, HSAC.2RE, HSAC.3RE, HSAC.4RE

|                   |                                                            |
|-------------------|------------------------------------------------------------|
| 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

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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

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 HSP/HSI/HSAC/HSAD. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards>