
Ohio 3 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	3 (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 — Looking Closely at Where I Am

Unit 3: Places Around Me · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What do I see when I really look?
Standards	Art From What I See Around Me -> 3.1PE, 3.3PE, 3.2PE — 3 standards; full text in the standards table
Learning target	"I can look closely and draw what is really there."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will observe their surroundings closely.
- Students will record observations in sketch form.

Success criteria (student-friendly)

- "I look before I draw."
- "I draw what I see."
- "I find a detail I had missed."

Academic vocabulary

observe, detail, sketch, viewpoint, accurate

Materials and technology

- Sketchbooks
- Pencils
- Viewfinders
- Clipboards
- Access to varied spaces

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

Sketchbook: three observational sketches with a noted new detail.

Family communication

Ask your child what detail they noticed that they had not before.

Day 41 — Looking Instead of Glancing

Week 9, Day 1 · Unit 3 · Standards: 3.1PE, 3.3PE, 3.2PE

Focus	Sustained observation.
Learning target	"I can look closely and draw what is really there."
Vocabulary in use	observe, detail, sketch
Local date	_____

Learning sequence

Connect: our making. Teach: looking for longer reveals more. Try: shared timed looking. Apply: children observe. Reflect: patience rewarded.

Check for understanding

Student sustains observation of one object.

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 — Drawing What Is Really There

Week 9, Day 2 · Unit 3 · Standards: 3.1PE, 3.3PE, 3.2PE

Focus	Observation over memory.
Learning target	"I can look closely and draw what is really there."
Vocabulary in use	observe, detail, sketch
Local date	_____

Learning sequence

Connect: looking. Teach: drawing the object, not the idea of it. Try: shared drawing. Apply: children draw. Reflect: difference discussed kindly.

Check for understanding

Student draws from observation rather than memory.

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 — Details I Had Not Noticed

Week 9, Day 3 · Unit 3 · Standards: 3.1PE, 3.3PE, 3.2PE

Focus	Discovery.
Learning target	"I can look closely and draw what is really there."
Vocabulary in use	observe, detail, sketch
Local date	_____

Learning sequence

Connect: drawing. Teach: observation finds the unnoticed. Try: shared sharing. Apply: children record a discovery. Reflect: discoveries celebrated.

Check for understanding

Student records a detail they had not previously noticed.

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 — Observing From Another Angle

Week 9, Day 4 · Unit 3 · Standards: 3.1PE, 3.3PE, 3.2PE

Focus	Viewpoint.
Learning target	"I can look closely and draw what is really there."
Vocabulary in use	observe, detail, sketch
Local date	_____

Learning sequence

Connect: details. Teach: the same thing looks different from elsewhere. Try: shared repositioning. Apply: children draw a second view. Reflect: viewpoint understood.

Check for understanding

Student draws the same subject from a second viewpoint.

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 — My Observation Sketches

Week 9, Day 5 · Unit 3 · Standards: 3.1PE, 3.3PE, 3.2PE

Focus	Building a resource.
Learning target	"I can look closely and draw what is really there."
Vocabulary in use	observe, detail, sketch
Local date	_____

Learning sequence

Connect: our sketches. Teach: sketches are source material for later work. Try: shared organising. Apply: children organise. Reflect: purpose established.

Check for understanding

Student organises observational sketches for later use.

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