
Ohio 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	Ohio
Grade	5 (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 — 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	Documenting Places and Objects That Matter -> 5.2CR, 5.3CR, 5.1CR — 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: 5.2CR, 5.3CR, 5.1CR

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: 5.2CR, 5.3CR, 5.1CR

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: 5.2CR, 5.3CR, 5.1CR

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: 5.2CR, 5.3CR, 5.1CR

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: 5.2CR, 5.3CR, 5.1CR

Focus	5.2CR, 5.3CR, 5.1CR 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

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