

Ohio 9 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	9 (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 — An Object or a Place That Matters

Unit 3: An Idea Worth Making · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What thing or place actually changes how people live?
Standards	Creating / Investigate (3) -> HSAD.1CR, HSAD.2CR, HSAD.3CR, HSAD.4CR — 4 standards; full text in the standards table
Learning target	"I can identify an object or place that empowers or enhances life and begin an artistic idea from it."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will develop an artistic idea that illustrates a societal, cultural or historical object or place which empowers or enhances life.

Success criteria (student-friendly)

- "I identify a societal, cultural or historical object or place."
- "I explain how it empowers or enhances life."
- "I develop an artistic idea from it."

Academic vocabulary

societal, cultural, historical, empower, enhance, subject, significance, development

Materials and technology

- Sketchbooks or folded paper
- Notebooks
- Research sources the school may lawfully use

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.

Support area	This week's plan
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

A subject chosen, justified against the standard, and developed.

Family communication

Ask your child what object or place they chose and why.

Day 41 — Reading the Standard Carefully

Week 9, Day 1 · Unit 3 · Standards: HSAD.1CR, HSAD.2CR, HSAD.3CR, HSAD.4CR

Focus	What it actually asks.
Learning target	"I can identify an object or place that empowers or enhances life and begin an artistic idea from it."
Vocabulary in use	societal, cultural, historical, empower, enhance, subject, significance, development
Local date	_____

Learning sequence

TEACHER NOTE: THE COURSE OF STUDY NAMES NO OBJECT, PLACE, CULTURE, TRADITION, PERIOD OR SITE HERE, AND NEITHER DOES THIS PLAN. Students choose their own subject against the standard's criteria. NO STUDENT IS ASKED TO DRAW ON THEIR OWN CULTURE, FAMILY, BELIEFS OR CIRCUMSTANCES, or to speak for any group; an observed, invented or researched subject meets the standard equally, and that alternative is offered to the whole class rather than to individuals. Connect: the making skills. Teach: unpacking the standard clause by clause - a societal, cultural OR historical object or place, which EMPOWERS OR ENHANCES life - and that the last clause is the real filter. Try: shared testing of four candidate subjects against it. Apply: students state the criteria in their own words. Reflect: most subjects fail the last clause, which is what makes it a useful one.

Check for understanding

Student states the standard's criteria for a 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 42 — Things That Enhance Life

Week 9, Day 2 · Unit 3 · Standards: HSAD.1CR, HSAD.2CR, HSAD.3CR, HSAD.4CR

Focus	Objects.
Learning target	"I can identify an object or place that empowers or enhances life and begin an artistic idea from it."
Vocabulary in use	societal, cultural, historical, empower, enhance, subject, significance, development
Local date	_____

Learning sequence

Connect: criteria. Teach: OBJECTS that empower or enhance life - tools, instruments, vessels, devices, everyday things designed to make something possible - and how to look at one as an artist rather than a user. Try: shared analysis of an object present in the room. Apply: students identify three candidate objects. Reflect: the object does not have to be important to anyone but the people it helps.

Check for understanding

Student identifies candidate objects against the criteria.

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 — Places That Enhance Life

Week 9, Day 3 · Unit 3 · Standards: HSAD.1CR, HSAD.2CR, HSAD.3CR, HSAD.4CR

Focus	Places.
Learning target	"I can identify an object or place that empowers or enhances life and begin an artistic idea from it."
Vocabulary in use	societal, cultural, historical, empower, enhance, subject, significance, development
Local date	_____

Learning sequence

Connect: objects. Teach: PLACES that empower or enhance life - places that gather people, shelter them, let them do something they otherwise could not - and how a place is drawn: what to include, what to leave out. NO PARTICULAR PLACE IS PRESCRIBED and no student is asked about where they live. Try: shared analysis of a place type. Apply: students identify three candidate places. Reflect: a place is a subject with a use, which is what the standard is asking about.

Check for understanding

Student identifies candidate places against the criteria.

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 — Choosing and Justifying

Week 9, Day 4 · Unit 3 · Standards: HSAD.1CR, HSAD.2CR, HSAD.3CR, HSAD.4CR

Focus	The decision.
Learning target	"I can identify an object or place that empowers or enhances life and begin an artistic idea from it."
Vocabulary in use	societal, cultural, historical, empower, enhance, subject, significance, development
Local date	_____

Learning sequence

Connect: candidates. Teach: choosing one subject and writing the justification against the standard's own words, because a subject a student cannot justify is one they will abandon in week three. Try: shared justification. Apply: students choose their subject and justify it. Reflect: write the justification down; you will need it in Unit 4 when the work gets hard.

Check for understanding

Student chooses and justifies a 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 — First Development

Week 9, Day 5 · Unit 3 · Standards: HSAD.1CR, HSAD.2CR, HSAD.3CR, HSAD.4CR

Focus	The standard's verb DEVELOP.
Learning target	"I can identify an object or place that empowers or enhances life and begin an artistic idea from it."
Vocabulary in use	societal, cultural, historical, empower, enhance, subject, significance, development
Local date	_____

Learning sequence

Connect: the subject. Teach: that DEVELOP means the idea changes under work - so the first studies are exploratory rather than final, and Week 2's three approaches are all available. Try: shared start. Apply: students produce first development studies. Reflect: the first version of an idea is almost never the one that gets made.

Check for understanding

Student produces first development studies.

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.
- Not affiliated with or endorsed by Ohio Department of Education and Workforce, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

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.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Ohio Department of Education and Workforce, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://education.ohio.gov/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards> and local school or district guidance.

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>