

Oklahoma 2 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	Oklahoma
Grade	2 (Elementary)
Subject	Visual Arts
Course category	Fine Arts
Standards family	Fine Arts
Framework	Oklahoma Academic Standards for Fine Arts (2023)
Issuing agency	Oklahoma State Department of Education
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 at Found Objects

Unit 3: Found and Recycled · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What could this thrown-away thing become?
Standards	Making Art From Found and Recycled Objects -> 2.VA.CP.3.2 Visual Arts: Creating and Performing — Use appropriate vocabulary to express how art can portray emotions.
Learning target	"I can see what a found object could become."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify potential in found and recycled objects.
- Students will describe an object's artistic possibilities.

Success criteria (student-friendly)

- "I describe an object's shape and texture."
- "I suggest what it could become."
- "I explain why."

Academic vocabulary

found, recycled, reuse, potential, transform

Materials and technology

- Clean recycled packaging and offcuts
- Sorting trays
- Sketchbooks
- Chart paper
- Collection boxes

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

Observation: child suggests artistic uses for a found object.

Family communication

Ask your child what a clean container could become in art.

Day 41 — Things We Usually Throw Away

Week 9, Day 1 • Unit 3 • Standards: 2.VA.CP.3.2

Focus	Sourcing.
Learning target	"I can see what a found object could become."
Vocabulary in use	found, recycled, reuse
Local date	_____

Learning sequence

Connect: materials. Teach: what our school discards. Try: examining safe clean items. Apply: children sort. Reflect: collection started.

Check for understanding

Student identifies a found object suitable for art.

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 — What Shape Is It Really?

Week 9, Day 2 · Unit 3 · Standards: 2.VA.CP.3.2

Focus	Seeing form afresh.
Learning target	"I can see what a found object could become."
Vocabulary in use	found, recycled, reuse
Local date	_____

Learning sequence

Connect: our collection. Teach: looking past what it was. Try: turning objects around. Apply: children describe shapes. Reflect: new views noticed.

Check for understanding

Student describes a found object by its form rather than its old 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.

Day 43 — What Does It Feel Like?

Week 9, Day 3 · Unit 3 · Standards: 2.VA.CP.3.2

Focus	Texture.
Learning target	"I can see what a found object could become."
Vocabulary in use	found, recycled, reuse
Local date	_____

Learning sequence

Connect: shape. Teach: texture as a reason to choose. Try: feely sorting. Apply: children sort by texture. Reflect: link to Unit 2 elements.

Check for understanding

Student sorts found objects by 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 — What Could It Become?

Week 9, Day 4 · Unit 3 · Standards: 2.VA.CP.3.2

Focus	Imaginative transformation.
Learning target	"I can see what a found object could become."
Vocabulary in use	found, recycled, reuse
Local date	_____

Learning sequence

Connect: shape and texture. Teach: imagining a new purpose. Try: shared suggestions. Apply: children propose. Reflect: ideas recorded.

Check for understanding

Student proposes an artistic transformation for an 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 45 — Our Materials Collection

Week 9, Day 5 · Unit 3 · Standards: 2.VA.CP.3.2

Focus	Week 9 consolidation.
Learning target	"I can see what a found object could become."
Vocabulary in use	found, recycled, reuse
Local date	_____

Learning sequence

Connect: our findings. Teach: organising a class collection. Try: shared sorting. Apply: children organise. Reflect: collection stored for Unit 3.

Check for understanding

Student contributes to an organised found-materials collection.

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.
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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

Oklahoma State Department of Education. Oklahoma Academic Standards for Fine Arts (2023). Oklahoma publishes ONE fine arts document covering four disciplines - Dance (D), Drama/Theatre (DT), Music (M) and Visual Arts (VA) - which all reuse the same process letters, so the discipline is carried in the code. Codes are scope.discipline.process.standard.objective across Creating (CR), Performing/Presenting/Producing (PR), Responding (RE), Connecting (CN) and Creating and Performing (CP). Dance, theatre and visual arts are written PreK-8 by grade and then as high-school levels I, II and III. Scope: scopes 2, disciplines VA. Retrieved 2026-07-27 from <https://oklahoma.gov/education/services/standards-learning/fine-arts.html>