

Oklahoma 6 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	6 (Middle)
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 — Materials and Safety

Unit 3: Materials, Care and Consequence · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What does this material do, and what does it do to you?
Standards	Conservation, Care and Clean-Up -> 6.VA.CP.2.1 Visual Arts: Creating and Performing — Experiment and practice skills in multiple art-making techniques, methods, and approaches.
Learning target	"I can use, care for and clean up materials safely."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will demonstrate proper care of art materials, tools and equipment.

Success criteria (student-friendly)

- "I follow the safety procedure."
- "I care for tools properly."
- "I clean up correctly."

Academic vocabulary

safety, ventilation, disposal, maintenance, procedure

Materials and technology

- Whatever the school has
- Cleaning materials the school supplies
- Sketchbooks
- Chart paper
- 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.
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

Safe use and correct clean-up demonstrated across a session.

Family communication

Ask your child how they clean up in art.

Day 41 — Before Anything Else

Week 9, Day 1 · Unit 3 · Standards: 6.VA.CP.2.1

Focus	The safety note.
Learning target	"I can use, care for and clean up materials safely."
Vocabulary in use	safety, ventilation, disposal
Local date	_____

Learning sequence

TEACHER NOTE: read this before teaching. CHECK THE SAFETY INFORMATION FOR EVERY MATERIAL YOUR ROOM ACTUALLY HOLDS and follow your school's and district's procedures over anything printed here - this plan cannot know your inventory, your ventilation or your pupils' allergies and sensitivities. Ask about allergies before any material is opened. Connect: the studio agreement. Teach: the room's own procedures. Try: shared walkthrough. Apply: pupils record the procedure. Reflect: this week's standard is a safety standard as much as an environmental one.

Check for understanding

Student states the room's safety procedure.

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 — Using a Tool Properly

Week 9, Day 2 • Unit 3 • Standards: 6.VA.CP.2.1

Focus	Technique and safety together.
Learning target	"I can use, care for and clean up materials safely."
Vocabulary in use	safety, ventilation, disposal
Local date	_____

Learning sequence

Connect: procedures. Teach: that most tools are safest when used correctly, so technique and safety are the same lesson. Try: shared demonstration. Apply: pupils demonstrate. Reflect: NO TOOL IS USED THAT THE SCHOOL HAS NOT APPROVED.

Check for understanding

Student uses a tool correctly and safely.

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 — Caring for Tools

Week 9, Day 3 · Unit 3 · Standards: 6.VA.CP.2.1

Focus	Maintenance.
Learning target	"I can use, care for and clean up materials safely."
Vocabulary in use	safety, ventilation, disposal
Local date	_____

Learning sequence

Connect: use. Teach: that tools last far longer when cleaned and stored properly, and what that costs a school if they are not. Try: shared practice. Apply: pupils clean and store.

Check for understanding

Student cleans and stores a tool correctly.

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 — Clean-Up as a Procedure

Week 9, Day 4 · Unit 3 · Standards: 6.VA.CP.2.1

Focus	System.
Learning target	"I can use, care for and clean up materials safely."
Vocabulary in use	safety, ventilation, disposal
Local date	_____

Learning sequence

Connect: care. Teach: an agreed clean-up sequence with roles, so it is reliable rather than a scramble. Try: shared drafting. Apply: pupils run it.

Check for understanding

Student follows the clean-up procedure.

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 — Where It Goes Afterwards

Week 9, Day 5 • Unit 3 • Standards: 6.VA.CP.2.1

Focus	Disposal.
Learning target	"I can use, care for and clean up materials safely."
Vocabulary in use	safety, ventilation, disposal
Local date	_____

Learning sequence

Connect: clean-up. Teach: that what goes down a sink or into a bin goes somewhere, which is where the environmental part of the standard begins. Try: shared discussion. Apply: pupils trace one material. Reflect: this week's standard opened; Weeks 10-11 develop it.

Check for understanding

Student traces where a used material goes.

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 Oklahoma State Department of Education, 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 Oklahoma State Department of Education, 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://oklahoma.gov/education/services/standards-learning/fine-arts.html> and local school or district guidance.

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 6, disciplines VA. Retrieved 2026-07-27 from <https://oklahoma.gov/education/services/standards-learning/fine-arts.html>