

# Oklahoma K 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            | K (Early Childhood)                                       |
| 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 — First This, Then That

### Unit 3: Making Step by Step · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                     |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Why does the order matter?                                                                                                                                                          |
| Standards          | <b>Following a Sequence of Steps -&gt; K.VA.CP.1.2 Visual Arts: Creating and Performing —</b><br>Describe others' artwork using art vocabulary (e.g., shape, color, texture, etc.). |
| Learning target    | "I can follow the steps in order."                                                                                                                                                  |
| Local dates        | _____ (enter your school dates)                                                                                                                                                     |

#### Measurable objectives

- Students will follow a sequence of steps to create art.
- Students will explain why order matters.

#### Success criteria (student-friendly)

- "I start at step one."
- "I do them in order."
- "I finish the piece."

#### Academic vocabulary

step, order, first, next, finish

#### Materials and technology

- Step cards
- Paper
- Crayons
- Paint
- Trays

#### 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**

Check: child completes a three-step process in order.

**Family communication**

Follow a simple recipe together and talk about the order.

## Day 41 — Three Steps to a Picture

Week 9, Day 1 · Unit 3 · Standards: K.VA.CP.1.2

|                   |                                    |
|-------------------|------------------------------------|
| Focus             | A short sequence.                  |
| Learning target   | "I can follow the steps in order." |
| Vocabulary in use | step, order, first                 |
| Local date        | _____                              |

### Learning sequence

Look: teacher shows three step cards. Learn: order named. Make: children follow the steps. Share: results compared. Tidy: routine.

### Check for understanding

Student completes a three-step art process in order.

### 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 If I Do It Backwards?

Week 9, Day 2 · Unit 3 · Standards: K.VA.CP.1.2

|                   |                                    |
|-------------------|------------------------------------|
| Focus             | Why order matters.                 |
| Learning target   | "I can follow the steps in order." |
| Vocabulary in use | step, order, first                 |
| Local date        | _____                              |

### Learning sequence

Look: teacher does a wax-resist backwards. Learn: order changes the result. Make: children try both orders. Share: comparison. Tidy: routine.

### Check for understanding

Student explains why the order of steps matters.

### 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 — Waiting for It to Dry

Week 9, Day 3 · Unit 3 · Standards: K.VA.CP.1.2

|                   |                                    |
|-------------------|------------------------------------|
| Focus             | Patience within a process.         |
| Learning target   | "I can follow the steps in order." |
| Vocabulary in use | step, order, first                 |
| Local date        | _____                              |

### Learning sequence

Look: teacher shows a smudged wet piece. Learn: some steps need waiting. Make: children paint and pause. Share: patience discussed. Tidy: drying rack.

### Check for understanding

Student waits for a layer to dry before continuing.

### 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 — A Longer Sequence

Week 9, Day 4 · Unit 3 · Standards: K.VA.CP.1.2

|                   |                                    |
|-------------------|------------------------------------|
| Focus             | Four or five steps.                |
| Learning target   | "I can follow the steps in order." |
| Vocabulary in use | step, order, first                 |
| Local date        | _____                              |

### Learning sequence

Look: teacher shows five step cards. Learn: tracking progress. Make: children work through. Share: progress checked. Tidy: routine.

### Check for understanding

Student follows a five-step process without losing their place.

### 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 — Checking My Steps

Week 9, Day 5 · Unit 3 · Standards: K.VA.CP.1.2

|                   |                                    |
|-------------------|------------------------------------|
| Focus             | Self-monitoring.                   |
| Learning target   | "I can follow the steps in order." |
| Vocabulary in use | step, order, first                 |
| Local date        | _____                              |

### Learning sequence

Look: teacher models checking the card. Learn: check before moving on. Make: children self-check. Share: checking discussed. Tidy: routine.

### Check for understanding

Student checks the step card before moving to the next step.

### 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

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