

# Oklahoma PreK Fine 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            | PreK (Early Childhood)                                                                                                     |
| Subject          | Fine Arts                                                                                                                  |
| Course category  | Early Learning Domain                                                                                                      |
| Standards family | Fine Arts                                                                                                                  |
| Framework        | Oklahoma Academic Standards for Fine Arts (2023) + Oklahoma Early Learning Guidelines for Children Ages Three through Five |
| 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 — Deciding What to Make

### Unit 3: Making Something on Purpose · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                      |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What am I going to make?                                                                                                             |
| Standards          | <b>Making Visual Art -&gt; PK.VA.CP.1.2, PK.VA.CP.3.1, PK.VA.CP.3.2, PK.D.CR.1.1</b> — 4 standards; full text in the standards table |
| Learning target    | "I can decide what to make before I start."                                                                                          |
| Local dates        | _____ (enter your school dates)                                                                                                      |

#### Measurable objectives

- Children will state an intention before starting a piece.
- Children will select materials to match their intention.

#### Success criteria (student-friendly)

- "I say what I will make."
- "I choose my materials."
- "I start."

#### Academic vocabulary

plan, decide, make, choose, idea

#### Materials and technology

- Assorted art materials
- Planning cards
- Paper
- Clipboards
- Aprons

#### 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**

Child states an intention and selects matching materials.

**Family communication**

Ask what the child plans to make before they start.

## Day 41 — I Am Going to Make...

Week 9, Day 1 · Unit 3 · Standards: PK.VA.CP.1.2, PK.VA.CP.3.1, PK.VA.CP.3.2, PK.D.CR.1.1

|                   |                                             |
|-------------------|---------------------------------------------|
| Focus             | Stating intention.                          |
| Learning target   | "I can decide what to make before I start." |
| Vocabulary in use | plan, decide, make                          |
| Local date        | _____                                       |

### Learning sequence

Circle: say what you will make. Model: teacher states hers. Practice: children state intentions. Play: art centre.

### Check for understanding

Child states what they intend to make.

### 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 — Choosing What I Need

Week 9, Day 2 · Unit 3 · Standards: PK.VA.CP.1.2, PK.VA.CP.3.1, PK.VA.CP.3.2, PK.D.CR.1.1

|                   |                                             |
|-------------------|---------------------------------------------|
| Focus             | Material selection.                         |
| Learning target   | "I can decide what to make before I start." |
| Vocabulary in use | plan, decide, make                          |
| Local date        | _____                                       |

### Learning sequence

Circle: which materials suit your idea? Model: teacher selects for her plan. Practice: children select materials. Play: art centre.

### Check for understanding

Child selects materials matching their intention.

### 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 — Starting Without Worrying

Week 9, Day 3 · Unit 3 · Standards: PK.VA.CP.1.2, PK.VA.CP.3.1, PK.VA.CP.3.2, PK.D.CR.1.1

|                   |                                             |
|-------------------|---------------------------------------------|
| Focus             | Risk-taking in art.                         |
| Learning target   | "I can decide what to make before I start." |
| Vocabulary in use | plan, decide, make                          |
| Local date        | _____                                       |

### Learning sequence

Circle: there is no wrong way. Model: teacher starts imperfectly and continues. Practice: children start. Play: art centre.

### Check for understanding

Child begins a piece without seeking approval.

### 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 — Changing My Mind

Week 9, Day 4 · Unit 3 · Standards: PK.VA.CP.1.2, PK.VA.CP.3.1, PK.VA.CP.3.2, PK.D.CR.1.1

|                   |                                             |
|-------------------|---------------------------------------------|
| Focus             | Adapting an intention.                      |
| Learning target   | "I can decide what to make before I start." |
| Vocabulary in use | plan, decide, make                          |
| Local date        | _____                                       |

### Learning sequence

Circle: it is fine if it becomes something else. Model: teacher changes direction. Practice: children adapt. Play: art centre.

### Check for understanding

Child adapts their piece as it develops.

### 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 — What Did I Make?

Week 9, Day 5 • Unit 3 • Standards: PK.VA.CP.1.2, PK.VA.CP.3.1, PK.VA.CP.3.2, PK.D.CR.1.1

|                   |                                             |
|-------------------|---------------------------------------------|
| Focus             | Describing finished work.                   |
| Learning target   | "I can decide what to make before I start." |
| Vocabulary in use | plan, decide, make                          |
| Local date        | _____                                       |

### Learning sequence

Circle: describe what you made. Model: teacher describes hers. Practice: children describe work. Play: sharing.

### Check for understanding

Child describes what they made.

### 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 Early Learning Guidelines for Children Ages Three through Five. 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: OAS fine\_arts PreK; ELG CS. Retrieved 2026-07-27 from <https://oklahoma.gov/education/services/standards-learning/fine-arts.html>