
Oregon 11 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	Oregon
Grade	11 (High)
Subject	Visual Arts
Course category	Fine Arts
Standards family	Fine Arts
Framework	Oregon Arts Standards (2015, based on the National Core Arts Standards)
Issuing agency	Oregon 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 — Choosing the Theme

Unit 3: Skill, Craft and a Theme · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What idea can carry a whole term's work?
Standards	Creating / Investigate (1) -> VA.1.CR1.HS2 Visual Arts: CR — 1. Building on previous artwork, generate and elaborate on themes personally, locally and globally. 2. Use contextual research and direct observation to generate ideas and to produce a work of art that demonstrates understanding of artistic techniques, organizational structures, and good craftsmanship. 3. Individually design an object or artwork that is based on aesthetics, original idea, or critical observation that demonstrates technical skill. VA.1.CR1.HS3 Visual Arts: CR — 1. Visualize and generate plans for ideas, themes, and directions for creating art that reflect autonomy and creative risks. 2. Use contextual research from a variety of sources and direct observation to generate ideas and to produce a work of art that demonstrates understanding of artistic techniques, organizational structures, and good craftsmanship. 3. With a clear intention, individually design an object or artwork that is based on aesthetics, original idea, or critical observation that demonstrates good technical skill.
Learning target	"I can choose a theme that will still be productive in eight weeks."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will create works of art to explore a theme, idea, or concept.
- Students will select a theme capable of sustaining sustained investigation.

Success criteria (student-friendly)

- "I state a theme specifically enough to work from."
- "I test whether it generates more than a few works."
- "I choose a theme I can pursue across more than one medium."

Academic vocabulary

theme, idea, concept, motif, subject, scope, generative, exhaustion, through-line, body of work

Materials and technology

- Sketchbooks
- Week 3 vision statements
- Studio space
- Supplied theme-testing frame

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.

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

Assessment and evidence

Student selects and justifies a theme, evidencing that it is generative.

Family communication

Ask your child what theme they have chosen and why that one.

Day 41 — What a Theme Has to Do

Week 9, Day 1 · Unit 3 · Standards: VA.1.CR1.HS2, VA.1.CR1.HS3

Focus	Opening this week's standard.
Learning target	"I can choose a theme that will still be productive in eight weeks."
Vocabulary in use	theme, idea, concept, motif, subject, scope, generative, exhaustion, through-line, body of work
Local date	_____

Learning sequence

TEACHER NOTE, AND SAY IT BEFORE THE THEMES ARE CHOSEN: THE STUDENT CHOOSES THE THEME AND NOBODY IS REQUIRED TO MAKE WORK ABOUT THEMSELVES, THEIR FAMILY, THEIR BELIEFS OR ANYTHING PERSONAL. A theme drawn from observation, material, structure, place or pure formal interest is exactly as valid as a confessional one and is assessed identically. Say this out loud, because the unspoken expectation that serious art must be personally revealing is widespread at this age and it pushes students into disclosure they regret. Connect: means the theme is doing structural work. Teach: what a workable theme has to do -- generate more than three works, tolerate more than one medium, permit approaches you have not thought of yet, and hold your interest past the point where it stops being novel. Teach the two failure modes: too broad, which gives no traction, and too narrow, which is exhausted in two works. Try: students test four supplied themes against the four demands. Apply: students draft three candidate themes of their own. Reflect: which of yours is really a single work rather than a theme?

Check for understanding

Student evaluates candidate themes against stated demands.

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 — Testing a Theme for Generativity

Week 9, Day 2 · Unit 3 · Standards: VA.1.CR1.HS2, VA.1.CR1.HS3

Focus	Proving it before committing to it.
Learning target	"I can choose a theme that will still be productive in eight weeks."
Vocabulary in use	theme, idea, concept, motif, subject, scope, generative, exhaustion, through-line, body of work
Local date	_____

Learning sequence

Connect: a theme that sounds good and produces nothing costs you a term. Teach: the generativity test -- take each candidate and produce fifteen distinct starting points from it in fifteen minutes, no editing. A productive theme produces them easily and keeps producing after the quota; an exhausted one stalls at six and starts repeating. Teach the diagnostic for stalling: usually the theme is stated as a SUBJECT rather than as a question or a tension, and rephrasing it as a question restores the traction. Try: students run the test on all three candidates. Apply: students rephrase their weakest candidate as a question and retest. Reflect: did rephrasing change how productive it was?

Check for understanding

Student tests a theme's generativity and rephrases to improve it.

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 — The Theme and Your Own Vision

Week 9, Day 3 · Unit 3 · Standards: VA.1.CR1.HS2, VA.1.CR1.HS3

Focus	Connecting this week's standard to this week's standard.
Learning target	"I can choose a theme that will still be productive in eight weeks."
Vocabulary in use	theme, idea, concept, motif, subject, scope, generative, exhaustion, through-line, body of work
Local date	_____

Learning sequence

Connect: you wrote a vision statement in Week 3 from evidence in your own work. Teach: the strongest theme for this unit usually sits close to that vision but is not identical to it -- close enough that you care, different enough that you learn something. Teach the two failure modes here as well: a theme that simply restates what you already do produces a term of competent repetition, and a theme chosen deliberately far from your vision to seem adventurous usually collapses because you do not actually care about it. Teach that caring is a practical criterion, not a sentimental one, because eight weeks is a long time. Try: students place each candidate theme relative to their vision statement. Apply: students choose their theme and write why this one. Reflect: is it too close or too far?

Check for understanding

Student selects a theme justified against their own artistic vision.

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 — Various Media Means Various Problems

Week 9, Day 4 · Unit 3 · Standards: VA.1.CR1.HS2, VA.1.CR1.HS3

Focus	The 'various art media' demand.
Learning target	"I can choose a theme that will still be productive in eight weeks."
Vocabulary in use	theme, idea, concept, motif, subject, scope, generative, exhaustion, through-line, body of work
Local date	_____

Learning sequence

TEACHER NOTE: MEDIA ARE WHATEVER YOUR DEPARTMENT ACTUALLY RUNS SAFELY. This plan names none and requires no purchase; a student can meet the standard with any two or more media available in the room. STUDIO SAFETY AND MATERIAL HANDLING ARE THE SCHOOL'S OWN. Teach: why the demand is there -- each medium poses its own problems, rewards different decisions, and reveals different aspects of a theme, so working a theme across media tells you what is really in it versus what was an artefact of one material. Try: students survey the available media and assess what each would do to their theme. Apply: students select at least two, with reasons. Reflect: did you choose the second medium for the theme or for your comfort?

Check for understanding

Student selects multiple media justified by what each brings to the theme.

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 — The Plan for Eight Weeks

Week 9, Day 5 · Unit 3 · Standards: VA.1.CR1.HS2, VA.1.CR1.HS3

Focus	Structuring sustained work.
Learning target	"I can choose a theme that will still be productive in eight weeks."
Vocabulary in use	theme, idea, concept, motif, subject, scope, generative, exhaustion, through-line, body of work
Local date	_____

Learning sequence

Connect: this unit runs to Week 12 and unstructured studio time evaporates. Teach: build a plan -- the theme as a question, the media selected, the sequence of works intended with the understanding that it will change, where the technical growth is expected to happen and in what specifically, the critique points, and what evidence of growth will be captured. Teach the documentation requirement now rather than later: growth is assessed against the student's OWN earlier work, so the baseline has to be recorded at the start or it is unprovable at the end. Try: students draft the plan. Apply: students record their technical baseline in each chosen medium -- a dated sample and an honest written account of what they currently cannot do. Reflect: what will be hardest to sustain?

Check for understanding

Student produces a sustained work plan and records a technical baseline.

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

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