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# Oregon 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            | Oregon                                                                  |
| Grade            | 2 (Elementary)                                                          |
| 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 — 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          | <b>Making Art From Found and Recycled Objects -&gt; VA.3.CR3.2 Visual Arts: CR</b> — 1. Improve and elaborate on aesthetic and technical aspects of artwork based on classroom discussion. 2. Using art vocabulary, describe personal artistic choices. 3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability. |
| 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. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 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

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: VA.3.CR3.2

|                   |                                               |
|-------------------|-----------------------------------------------|
| 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: VA.3.CR3.2

|                   |                                               |
|-------------------|-----------------------------------------------|
| 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: VA.3.CR3.2

|                   |                                               |
|-------------------|-----------------------------------------------|
| 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: VA.3.CR3.2

|                   |                                               |
|-------------------|-----------------------------------------------|
| 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: VA.3.CR3.2

|                   |                                               |
|-------------------|-----------------------------------------------|
| 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

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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

Oregon Department of Education. Oregon Arts Standards (2015, based on the National Core Arts Standards). Oregon adopted the National Core Arts Standards as its state arts standards in 2015. High school is written by proficiency level rather than by grade: dance, media arts, theatre and visual arts publish three levels, music publishes five. Retrieved 2026-07-27 from <https://www.oregon.gov/ode/educator-resources/standards/arts/Pages/default.aspx>