
Oregon 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	Oregon
Grade	PreK (Early Childhood)
Subject	Fine Arts
Course category	Early Learning Domain
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 — 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	Making Visual Art -> VA.10.CO1.PK, VA.11.CO2.PK, DA.2.CR2.PK, DA.3.CR3.PK — 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: VA.10.CO1.PK, VA.11.CO2.PK, DA.2.CR2.PK, DA.3.CR3.PK

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: VA.10.CO1.PK, VA.11.CO2.PK, DA.2.CR2.PK, DA.3.CR3.PK

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: VA.10.CO1.PK, VA.11.CO2.PK, DA.2.CR2.PK, DA.3.CR3.PK

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: VA.10.CO1.PK, VA.11.CO2.PK, DA.2.CR2.PK, DA.3.CR3.PK

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: VA.10.CO1.PK, VA.11.CO2.PK, DA.2.CR2.PK, DA.3.CR3.PK

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

- 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.
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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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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. Oregon's arts standards are written from PreK; the PK column of all five discipline documents is used. Retrieved 2026-07-27 from <https://www.oregon.gov/ode/educator-resources/standards/arts/Pages/default.aspx>