
South Carolina 4 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	South Carolina
Grade	4 (Elementary)
Subject	Visual Arts
Course category	Fine Arts
Standards family	Fine Arts
Framework	South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (approved 4 November 2025)
Issuing agency	South Carolina 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 — Comparing Works in the Same Medium

Unit 3: Making It Better · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Why do two artists using the same materials produce such different work?
Standards	Comparing Works in Similar Media -> VA.CR.NM.2.1 Visual Arts: Creating — I can use two-dimensional art materials to explore ways to make art. VA.CR.NM.2.2 Visual Arts: Creating — I can use three-dimensional art materials and techniques to make art.
Learning target	"I can compare and contrast works made in similar media."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will compare and contrast multiple works of art in similar media.
- Students will attribute differences to choices.

Success criteria (student-friendly)

- "I describe each work."
- "I compare on the same features."
- "I attribute a difference to a choice."

Academic vocabulary

medium, media, compare, contrast, choice

Materials and technology

- Sets of works in the same medium, teacher-selected
- Comparison charts
- Sketchbooks
- Chart paper
- Display space

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

Written comparison of works in similar media.

Family communication

Ask your child what two artworks had in common.

Day 41 — Same Materials, Different Results

Week 9, Day 1 · Unit 3 · Standards: VA.CR.NM.2.1, VA.CR.NM.2.2

Focus	The phenomenon.
Learning target	"I can compare and contrast works made in similar media."
Vocabulary in use	medium, media, compare
Local date	_____

Learning sequence

Connect: our own techniques. Teach: the same medium allows enormous variation. Try: shared observation of a teacher-supplied set. Apply: pupils describe differences. Reflect: TEACHER SUPPLIES ALL WORKS; images are used under terms the teacher may lawfully rely on, and a classroom display is not publication.

Check for understanding

Student describes a difference between two works in the same medium.

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 — Describing Before Comparing

Week 9, Day 2 · Unit 3 · Standards: VA.CR.NM.2.1, VA.CR.NM.2.2

Focus	Description.
Learning target	"I can compare and contrast works made in similar media."
Vocabulary in use	medium, media, compare
Local date	_____

Learning sequence

Connect: differences. Teach: describing each work fully first. Try: shared description. Apply: pupils describe. Reflect: description before comparison, as in every subject in this workbook.

Check for understanding

Student describes a work of art accurately.

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 — Comparing on the Same Features

Week 9, Day 3 · Unit 3 · Standards: VA.CR.NM.2.1, VA.CR.NM.2.2

Focus	Fair comparison.
Learning target	"I can compare and contrast works made in similar media."
Vocabulary in use	medium, media, compare
Local date	_____

Learning sequence

Connect: descriptions. Teach: comparing on colour, composition, texture - the same features for each. Try: shared charting. Apply: pupils compare.

Check for understanding

Student compares two works on the same features.

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 — Why They Differ

Week 9, Day 4 · Unit 3 · Standards: VA.CR.NM.2.1, VA.CR.NM.2.2

Focus	Attributing to choices.
Learning target	"I can compare and contrast works made in similar media."
Vocabulary in use	medium, media, compare
Local date	_____

Learning sequence

Connect: comparison. Teach: differences come from decisions the makers took. Try: shared reasoning. Apply: pupils attribute. Reflect: artists as decision-makers, which is how pupils see themselves too.

Check for understanding

Student attributes a difference to an artist's choice.

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 — Comparing Our Own Work

Week 9, Day 5 · Unit 3 · Standards: VA.CR.NM.2.1, VA.CR.NM.2.2

Focus	Applying to the class.
Learning target	"I can compare and contrast works made in similar media."
Vocabulary in use	medium, media, compare
Local date	_____

Learning sequence

Connect: comparison skills. Teach: applying the same method to two pieces from our class. Try: shared comparison with consent. Apply: pupils compare. Reflect: ONLY work whose makers agreed is used, and no work is ranked.

Check for understanding

Student compares two class works on the same features.

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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Source citation

South Carolina Department of Education. South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (approved 4 November 2025). South Carolina defines the visual and performing arts standards by proficiency level rather than by grade. The document states that the Novice, Intermediate and Advanced levels "are not intended to directly correlate with traditional educational stages like elementary, middle, and high school", since an elementary student may work at an Advanced level while a high school student beginning a new artform starts at Novice. The levels cited on this row are a suggested entry point for a typical class at this grade, not a State Board assignment of levels to grades. Retrieved 2026-07-27 from <https://ed.sc.gov/instruction/standards/visual-and-performing-arts/standards/>