

South Carolina K 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	K (Early Childhood)
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 — First This, Then That

Unit 3: Making Step by Step · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Why does the order matter?
Standards	Following a Sequence of Steps -> VA.P.NL.3 Visual Arts: Performing, Presenting, Producing — I can share and talk about my artwork. VA.P.NL.3.1 Visual Arts: Performing, Presenting, Producing — I can name and identify elements of art in my work.
Learning target	"I can follow the steps in order."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will follow a sequence of steps to create art.
- Students will explain why order matters.

Success criteria (student-friendly)

- "I start at step one."
- "I do them in order."
- "I finish the piece."

Academic vocabulary

step, order, first, next, finish

Materials and technology

- Step cards
- Paper
- Crayons
- Paint
- Trays

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

Check: child completes a three-step process in order.

Family communication

Follow a simple recipe together and talk about the order.

Day 41 — Three Steps to a Picture

Week 9, Day 1 • Unit 3 • Standards: VA.P.NL.3, VA.P.NL.3.1

Focus	A short sequence.
Learning target	"I can follow the steps in order."
Vocabulary in use	step, order, first
Local date	_____

Learning sequence

Look: teacher shows three step cards. Learn: order named. Make: children follow the steps. Share: results compared. Tidy: routine.

Check for understanding

Student completes a three-step art process in order.

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 If I Do It Backwards?

Week 9, Day 2 · Unit 3 · Standards: VA.P.NL.3, VA.P.NL.3.1

Focus	Why order matters.
Learning target	"I can follow the steps in order."
Vocabulary in use	step, order, first
Local date	_____

Learning sequence

Look: teacher does a wax-resist backwards. Learn: order changes the result. Make: children try both orders. Share: comparison. Tidy: routine.

Check for understanding

Student explains why the order of steps matters.

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 — Waiting for It to Dry

Week 9, Day 3 · Unit 3 · Standards: VA.P.NL.3, VA.P.NL.3.1

Focus	Patience within a process.
Learning target	"I can follow the steps in order."
Vocabulary in use	step, order, first
Local date	_____

Learning sequence

Look: teacher shows a smudged wet piece. Learn: some steps need waiting. Make: children paint and pause. Share: patience discussed. Tidy: drying rack.

Check for understanding

Student waits for a layer to dry before continuing.

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 — A Longer Sequence

Week 9, Day 4 · Unit 3 · Standards: VA.P.NL.3, VA.P.NL.3.1

Focus	Four or five steps.
Learning target	"I can follow the steps in order."
Vocabulary in use	step, order, first
Local date	_____

Learning sequence

Look: teacher shows five step cards. Learn: tracking progress. Make: children work through. Share: progress checked. Tidy: routine.

Check for understanding

Student follows a five-step process without losing their place.

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 — Checking My Steps

Week 9, Day 5 · Unit 3 · Standards: VA.P.NL.3, VA.P.NL.3.1

Focus	Self-monitoring.
Learning target	"I can follow the steps in order."
Vocabulary in use	step, order, first
Local date	_____

Learning sequence

Look: teacher models checking the card. Learn: check before moving on. Make: children self-check. Share: checking discussed. Tidy: routine.

Check for understanding

Student checks the step card before moving to the next step.

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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Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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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/>