

# Tennessee 8 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            | Tennessee                                                 |
| Grade            | 8 (Middle)                                                |
| Subject          | Visual Arts                                               |
| Course category  | Fine Arts                                                 |
| Standards family | Fine Arts                                                 |
| Framework        | Tennessee Academic Standards for Fine Arts                |
| Issuing agency   | Tennessee 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 — Appropriation

### Unit 3: Using What Already Exists · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                             |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | When is using someone else's image part of the art, and when is it just taking it?                                                          |
| Standards          | <b>Appropriation, Fair Use and Copyright</b> -> 8.MA.R1.A, 8.MA.R1.B, 8.MA.R3.A, 8.VA.Cr2.A — 4 standards; full text in the standards table |
| Learning target    | "I can explain what appropriation is and how it differs from copying."                                                                      |
| Local dates        | _____ (enter your school dates)                                                                                                             |

### Measurable objectives

- Students will define appropriation and distinguish it from copying.
- Students will explain what transformation means in this context.

### Success criteria (student-friendly)

- "I define appropriation in my own words."
- "I distinguish quoting, referencing and copying."
- "I explain why transformation matters."

### Academic vocabulary

appropriation, transformation, reference, quotation, source

### Materials and technology

- Sketchbooks
- Pencils
- Pupils' own earlier work as examples
- Paper for source lists
- Class devices where available

### 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

A written distinction between quoting, referencing and copying, with examples.

### Family communication

Ask your child the difference between referencing a work and copying it.

## Day 41 — What Appropriation Actually Means

Week 9, Day 1 · Unit 3 · Standards: 8.MA.R1.A, 8.MA.R1.B, 8.MA.R3.A, 8.VA.Cr2.A

|                   |                                                                        |
|-------------------|------------------------------------------------------------------------|
| Focus             | The term.                                                              |
| Learning target   | "I can explain what appropriation is and how it differs from copying." |
| Vocabulary in use | appropriation, transformation, reference                               |
| Local date        | _____                                                                  |

### Learning sequence

TEACHER NOTE: THIS UNIT IS TAUGHT WITHOUT REPRODUCING ANY COPYRIGHTED WORK. The examples are pupils' own work and yours; where an outside work is needed, use one your school may lawfully use. A unit about lawful use that modelled unlawful use would teach the opposite of what it says. Connect: Week 6's chosen images. Teach: appropriation as the deliberate taking of existing material INTO a new work where the taking is part of the meaning. Try: shared examination of a pupil-made example. Apply: pupils define it in their own words.

### Check for understanding

Student defines appropriation in their own words.

### 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 — Quoting, Referencing, Copying

Week 9, Day 2 · Unit 3 · Standards: 8.MA.R1.A, 8.MA.R1.B, 8.MA.R3.A, 8.VA.Cr2.A

|                   |                                                                        |
|-------------------|------------------------------------------------------------------------|
| Focus             | Three different acts.                                                  |
| Learning target   | "I can explain what appropriation is and how it differs from copying." |
| Vocabulary in use | appropriation, transformation, reference                               |
| Local date        | _____                                                                  |

### Learning sequence

Connect: the definition. Teach: quoting (a fragment used and marked as such), referencing (an echo the viewer may recognise), and copying (reproduction) - three different acts with three different obligations. Try: shared sorting of teacher-made examples into the three. Apply: pupils write one example of each using their own work. Reflect: NO PUPIL COPIES AN EXISTING ARTWORK IN THIS COURSE.

### Check for understanding

Student sorts examples correctly into quoting, referencing and copying.

### 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 — Transformation and Why It Matters

Week 9, Day 3 · Unit 3 · Standards: 8.MA.R1.A, 8.MA.R1.B, 8.MA.R3.A, 8.VA.Cr2.A

|                   |                                                                        |
|-------------------|------------------------------------------------------------------------|
| Focus             | The central test.                                                      |
| Learning target   | "I can explain what appropriation is and how it differs from copying." |
| Vocabulary in use | appropriation, transformation, reference                               |
| Local date        | _____                                                                  |

### Learning sequence

Connect: the three acts. Teach: transformation as the question 'does this do something the original did not?' - new purpose, new meaning, new audience - and that changing the colours is not transformation. Try: shared judgement on described cases. Apply: pupils judge two cases and justify. Reflect: transformation is a matter of degree and reasonable people disagree, which is why Week 10 goes to the actual test.

### Check for understanding

Student judges whether a described use is transformative and justifies 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 44 — When Appropriation Is the Point

Week 9, Day 4 · Unit 3 · Standards: 8.MA.R1.A, 8.MA.R1.B, 8.MA.R3.A, 8.VA.Cr2.A

|                   |                                                                        |
|-------------------|------------------------------------------------------------------------|
| Focus             | Legitimate practice.                                                   |
| Learning target   | "I can explain what appropriation is and how it differs from copying." |
| Vocabulary in use | appropriation, transformation, reference                               |
| Local date        | _____                                                                  |

### Learning sequence

Connect: transformation. Teach: that some work depends on the viewer recognising what was taken - commentary, parody, critique - and that in those cases hiding the source would destroy the work. Try: shared discussion of what such a work needs from its audience. Apply: pupils describe a hypothetical work of this kind. Reflect: the practice is legitimate; the obligations do not disappear.

### Check for understanding

Student describes a use where recognition of the source is essential.

### 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 — Naming What You Used

Week 9, Day 5 · Unit 3 · Standards: 8.MA.R1.A, 8.MA.R1.B, 8.MA.R3.A, 8.VA.Cr2.A

|                   |                                                                        |
|-------------------|------------------------------------------------------------------------|
| Focus             | The habit.                                                             |
| Learning target   | "I can explain what appropriation is and how it differs from copying." |
| Vocabulary in use | appropriation, transformation, reference                               |
| Local date        | _____                                                                  |

### Learning sequence

Connect: legitimate practice. Teach: recording every source at the moment of use - what it was, where it came from, what permission applies - because reconstructing it later is unreliable and usually wrong. Try: shared source-record format. Apply: pupils start a source record for their own work. Reflect: this record is required for everything made from here to Week 36.

### Check for understanding

Student starts a source record with the required fields.

### 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

Tennessee Department of Education. Tennessee Academic Standards for Fine Arts. Tennessee writes its fine arts standards for eight disciplines - dance, theatre, general music, instrumental music, vocal music, music theory, visual art and media arts - per grade through grade eight, and then by proficiency level rather than by grade for high school. The level cited on a high school row is this planner's placement. Retrieved 2026-07-27 from <https://www.tn.gov/education/districts/academic-standards/arts-education.html>