
Texas 7 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	Texas
Grade	7 (Middle)
Subject	Visual Arts
Course category	Fine Arts
Standards family	Fine Arts
Framework	Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 117 -- Fine Arts
Issuing agency	Texas Education Agency
Scope	36 instructional weeks · 180 instructional days · 9 units

Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

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 — Planning a Revision

Unit 3: Revision as a Discipline · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Which change is worth making, and which is fiddling?
Standards	Planning a Revision Against Criteria -> §117.203(b)(2)(C) Creative expression — apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media; and
Learning target	"I can plan a revision that is worth making."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will apply relevant criteria to plan revisions for a work of art or design in progress.

Success criteria (student-friendly)

- "I rank the possible changes."
- "I predict what each would do."
- "I write a plan before touching the work."

Academic vocabulary

revision, priority, predict, risk, plan

Materials and technology

- Work in progress
- Sketchbooks
- Tracing or overlay material if available
- Pencils
- Class devices

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 revision plan with priorities and predictions.

Family communication

Ask your child why planning a change beats just making it.

Day 41 — Not Every Fault Is Worth Fixing

Week 9, Day 1 • Unit 3 • Standards: §117.203(b)(2)(C)

Focus	Priority.
Learning target	"I can plan a revision that is worth making."
Vocabulary in use	revision, priority, predict
Local date	_____

Learning sequence

Connect: Week 8's list. Teach: ranking candidate changes by how much each would improve the work against the brief, and that fixing a small fault while a large one stands is the commonest waste of a lesson. Try: shared ranking. Apply: pupils rank their changes. Reflect: planning is mostly deciding what NOT to do.

Check for understanding

Student ranks candidate changes by impact.

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 — Predicting What a Change Will Do

Week 9, Day 2 · Unit 3 · Standards: §117.203(b)(2)(C)

Focus	Foresight.
Learning target	"I can plan a revision that is worth making."
Vocabulary in use	revision, priority, predict
Local date	_____

Learning sequence

Connect: ranking. Teach: predicting the effect of a change before making it, including its side effects - darkening one area changes every relationship in the piece. Try: shared prediction. Apply: pupils predict the effect of their top change. Reflect: prediction is what makes revision deliberate.

Check for understanding

Student predicts the effect and a side effect of a change.

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 — Testing a Change Without Committing

Week 9, Day 3 · Unit 3 · Standards: §117.203(b)(2)(C)

Focus	The safe rehearsal.
Learning target	"I can plan a revision that is worth making."
Vocabulary in use	revision, priority, predict
Local date	_____

Learning sequence

Connect: prediction. Teach: trying a change on an overlay, a copy, a corner, or a separate study first - so a revision can be evaluated before it is irreversible. Try: shared testing on overlays or in the sketchbook. Apply: pupils test their planned change off the work. Reflect: this is why Unit 1's test sheets mattered.

Check for understanding

Student tests a planned change without altering the work.

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 Not to Revise

Week 9, Day 4 • Unit 3 • Standards: §117.203(b)(2)(C)

Focus	The honest limit.
Learning target	"I can plan a revision that is worth making."
Vocabulary in use	revision, priority, predict
Local date	_____

Learning sequence

Connect: testing. Teach: recognising when a work is done, when a revision would be chasing somebody else's taste, and when the right move is to start again with what was learned rather than rescue this one. Try: shared discussion of teacher-written cases. Apply: pupils judge one case. Reflect: knowing when to stop is a skill, not a lack of effort.

Check for understanding

Student justifies a decision not to revise.

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 — Writing the Revision Plan

Week 9, Day 5 • Unit 3 • Standards: §117.203(b)(2)(C)

Focus	§117.203(b)(2)(C) assessed.
Learning target	"I can plan a revision that is worth making."
Vocabulary in use	revision, priority, predict
Local date	_____

Learning sequence

Connect: the week. Teach: writing the plan - the criterion, the change, the predicted effect, the test result, the order of work. Try: shared drafting. Apply: pupils write a full revision plan. Reflect: this week's standard recorded; Week 10 carries it out, which is this week's standard.

Check for understanding

Student writes a complete revision plan.

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.
- Not affiliated with or endorsed by Texas Education Agency, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

Accessibility

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.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Texas Education Agency, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code> and local school or district guidance.

Source citation

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 117 -- Fine Arts. Texas also adopted English Language Proficiency Standards (19 TAC Chapter 120, Subchapter B) in 2024, implemented beginning with the 2026-2027 school year. They are cross-curricular and apply alongside the standards cited here. Retrieved 2026-07-27 from <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code>