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# Virginia 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            | Virginia                                                  |
| Grade            | 4 (Elementary)                                            |
| Subject          | Visual Arts                                               |
| Course category  | Fine Arts                                                 |
| Standards family | Fine Arts                                                 |
| Framework        | Virginia Standards of Learning                            |
| Issuing agency   | Virginia 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          | <b>Comparing Works in Similar Media -&gt; 4.12 strand</b> — text         |
| 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. |
| 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.                                                                    |

| Support area | This week's plan                                                                 |
|--------------|----------------------------------------------------------------------------------|
| 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: 4.12

|                   |                                                           |
|-------------------|-----------------------------------------------------------|
| 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: 4.12

|                   |                                                           |
|-------------------|-----------------------------------------------------------|
| 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: 4.12

|                   |                                                           |
|-------------------|-----------------------------------------------------------|
| 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: 4.12

|                   |                                                           |
|-------------------|-----------------------------------------------------------|
| 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: 4.12

|                   |                                                           |
|-------------------|-----------------------------------------------------------|
| 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

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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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