

---

# Washington 1 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            | Washington                                                |
| Grade            | 1 (Elementary)                                            |
| Subject          | Visual Arts                                               |
| Course category  | Fine Arts                                                 |
| Standards family | Fine Arts                                                 |
| Framework        | Washington State Learning Standards                       |
| Issuing agency   | Washington Office of Superintendent of Public Instruction |
| 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 — Texture I Can Feel and See

### Unit 3: Texture, Form and Pattern · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                   |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How can a flat picture show texture?                                                                                                                                                              |
| Standards          | <b>Experimenting With New Materials</b> -> VA:Cr1.2.1, VA:Pr6.1.1, VA:Re8.1.1 — 3 standards; full text in the standards table<br><b>Explaining the Choices I Made</b> -> VA:Cr1.2.1 strand — text |
| Learning target    | "I can make texture I can feel and texture I can only see."                                                                                                                                       |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                   |

### Measurable objectives

- Students will explore and experiment with a range of materials.
- Students will create and describe real and implied texture.

### Success criteria (student-friendly)

- "I make a real texture."
- "I show texture in a drawing."
- "I name the texture."

### Academic vocabulary

texture, rough, smooth, rubbing, implied

### Materials and technology

- Textured surfaces
- Crayons
- Paper
- Collage materials
- Aprons

### 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**

Product: child produces real and implied texture.

**Family communication**

Do a crayon rubbing of something textured at home.

## Day 41 — Textures Around Us

Week 9, Day 1 · Unit 3 · Standards: VA:Cr1.2.1, VA:Pr6.1.1, VA:Re8.1.1

|                   |                                                             |
|-------------------|-------------------------------------------------------------|
| Focus             | Noticing texture.                                           |
| Learning target   | "I can make texture I can feel and texture I can only see." |
| Vocabulary in use | texture, rough, smooth                                      |
| Local date        | _____                                                       |

### Learning sequence

Look: surfaces. Learn: texture is how it feels. Make: touching and describing. Share: words gathered. Tidy: samples stored.

### Check for understanding

Student describes the texture of a surface.

### 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 — Taking a Rubbing

Week 9, Day 2 · Unit 3 · Standards: VA:Cr1.2.1, VA:Pr6.1.1, VA:Re8.1.1

|                   |                                                             |
|-------------------|-------------------------------------------------------------|
| Focus             | Recording texture.                                          |
| Learning target   | "I can make texture I can feel and texture I can only see." |
| Vocabulary in use | texture, rough, smooth                                      |
| Local date        | _____                                                       |

### Learning sequence

Look: rubbing demonstration. Learn: technique. Make: rubbings. Share: comparing. Tidy: crayons stored.

### Check for understanding

Student produces a clear texture rubbing.

### 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 — Drawing a Texture

Week 9, Day 3 · Unit 3 · Standards: VA:Cr1.2.1, VA:Pr6.1.1, VA:Re8.1.1

|                   |                                                             |
|-------------------|-------------------------------------------------------------|
| Focus             | Implied texture.                                            |
| Learning target   | "I can make texture I can feel and texture I can only see." |
| Vocabulary in use | texture, rough, smooth                                      |
| Local date        | _____                                                       |

### Learning sequence

Look: drawn textures. Learn: marks suggest surface. Make: drawing textures. Share: comparing to real. Tidy: work stored.

### Check for understanding

Student draws marks that suggest a texture.

### 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 — Building Texture With Materials

Week 9, Day 4 · Unit 3 · Standards: VA:Cr1.2.1, VA:Pr6.1.1, VA:Re8.1.1

|                   |                                                             |
|-------------------|-------------------------------------------------------------|
| Focus             | Real texture in collage.                                    |
| Learning target   | "I can make texture I can feel and texture I can only see." |
| Vocabulary in use | texture, rough, smooth                                      |
| Local date        | _____                                                       |

### Learning sequence

Look: textured collage. Learn: layering materials. Make: textured collage. Share: touching. Tidy: work dried.

### Check for understanding

Student builds a real texture into an artwork.

### 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 — Describing Texture in My Work

Week 9, Day 5 · Unit 3 · Standards: VA:Cr1.2.1, VA:Pr6.1.1, VA:Re8.1.1

|                   |                                                             |
|-------------------|-------------------------------------------------------------|
| Focus             | Vocabulary application.                                     |
| Learning target   | "I can make texture I can feel and texture I can only see." |
| Vocabulary in use | texture, rough, smooth                                      |
| Local date        | _____                                                       |

### Learning sequence

Look: own work. Learn: texture words. Make: labelling. Share: describing. Tidy: work displayed.

### Check for understanding

Student describes texture in their own 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.

## 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 Washington Office of Superintendent of Public Instruction, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

**This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.**

# 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 Washington Office of Superintendent of Public Instruction, 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://ospi.k12.wa.us/student-success/resources-subject-area> and local school or district guidance.

## Source citation

Washington Office of Superintendent of Public Instruction. Washington State Learning Standards. Retrieved 2026-07-27 from <https://ospi.k12.wa.us/student-success/resources-subject-area>