

# Wisconsin 3 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            | Wisconsin                                                 |
| Grade            | 3 (Elementary)                                            |
| Subject          | Visual Arts                                               |
| Course category  | Fine Arts                                                 |
| Standards family | Fine Arts                                                 |
| Framework        | Wisconsin Academic Standards                              |
| Issuing agency   | Wisconsin Department 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 — Looking Closely at Where I Am

### Unit 3: Places Around Me · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                     |
|--------------------|---------------------------------------------------------------------|
| Essential question | What do I see when I really look?                                   |
| Standards          | <b>Art From What I See Around Me -&gt; A.A.R.10.i strand</b> — text |
| Learning target    | "I can look closely and draw what is really there."                 |
| Local dates        | _____ (enter your school dates)                                     |

#### Measurable objectives

- Students will observe their surroundings closely.
- Students will record observations in sketch form.

#### Success criteria (student-friendly)

- "I look before I draw."
- "I draw what I see."
- "I find a detail I had missed."

#### Academic vocabulary

observe, detail, sketch, viewpoint, accurate

#### Materials and technology

- Sketchbooks
- Pencils
- Viewfinders
- Clipboards
- Access to varied spaces

#### 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**

Sketchbook: three observational sketches with a noted new detail.

**Family communication**

Ask your child what detail they noticed that they had not before.

## Day 41 — Looking Instead of Glancing

Week 9, Day 1 • Unit 3 • Standards: A.A.R.10.i

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Focus             | Sustained observation.                              |
| Learning target   | "I can look closely and draw what is really there." |
| Vocabulary in use | observe, detail, sketch                             |
| Local date        | _____                                               |

### Learning sequence

Connect: our making. Teach: looking for longer reveals more. Try: shared timed looking. Apply: children observe. Reflect: patience rewarded.

### Check for understanding

Student sustains observation of one object.

### 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 — Drawing What Is Really There

Week 9, Day 2 • Unit 3 • Standards: A.A.R.10.i

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Focus             | Observation over memory.                            |
| Learning target   | "I can look closely and draw what is really there." |
| Vocabulary in use | observe, detail, sketch                             |
| Local date        | _____                                               |

### Learning sequence

Connect: looking. Teach: drawing the object, not the idea of it. Try: shared drawing. Apply: children draw. Reflect: difference discussed kindly.

### Check for understanding

Student draws from observation rather than memory.

### 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 — Details I Had Not Noticed

Week 9, Day 3 • Unit 3 • Standards: A.A.R.10.i

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Focus             | Discovery.                                          |
| Learning target   | "I can look closely and draw what is really there." |
| Vocabulary in use | observe, detail, sketch                             |
| Local date        | _____                                               |

### Learning sequence

Connect: drawing. Teach: observation finds the unnoticed. Try: shared sharing. Apply: children record a discovery. Reflect: discoveries celebrated.

### Check for understanding

Student records a detail they had not previously noticed.

### 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 — Observing From Another Angle

Week 9, Day 4 · Unit 3 · Standards: A.A.R.10.i

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Focus             | Viewpoint.                                          |
| Learning target   | "I can look closely and draw what is really there." |
| Vocabulary in use | observe, detail, sketch                             |
| Local date        | _____                                               |

### Learning sequence

Connect: details. Teach: the same thing looks different from elsewhere. Try: shared repositioning. Apply: children draw a second view. Reflect: viewpoint understood.

### Check for understanding

Student draws the same subject from a second viewpoint.

### 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 — My Observation Sketches

Week 9, Day 5 · Unit 3 · Standards: A.A.R.10.i

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Focus             | Building a resource.                                |
| Learning target   | "I can look closely and draw what is really there." |
| Vocabulary in use | observe, detail, sketch                             |
| Local date        | _____                                               |

### Learning sequence

Connect: our sketches. Teach: sketches are source material for later work. Try: shared organising. Apply: children organise. Reflect: purpose established.

### Check for understanding

Student organises observational sketches for later use.

### 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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