



UAI Lesson Plan 2017-2018

Adapted from Understanding By Design (McTighe & Wiggins)

Lesson Details

TEACHER(S):Sursattie	COURSE/SECTION(S):Dance
DATE(S) 10/18	NYS STANDARD(S):
LEARNING OBJECTIVE(S): Students will learn 6 positions of French Ballet and basic moves such as tendu, plie and releve	
ASSESSMENTS OF LEARNING: Informal observations of individual students, to determine skill levels	

Unit Summary Objectives

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Lesson Context

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Planned Productive Struggle

<p>The lesson will be difficult for some students starting right away with bubble letters. For others, the “semi-wild style will really be challenging.</p> <p>I will be able to assess learning by the quality of the work for some but others may understand what is expected but may have a hard time executing it. I will need to speak with students individually to understand what level of the concepts they understand.</p> <p>Many students will show some frustration. I will demonstrate the procedure again for them showing them the easiest way to achieve the simplest bubble letters. I also have handouts with step by step explanations of the procedure.</p>
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Resources Used/Materials Needed: Websites, books, video, etc.

Type of Resource(s):	Name of Resource(s):
Kieth Haring book, Scape Martinez book	
Website: Lady Pink, “wild-style” graffiti	

Instructional Plan

The Mini-Lesson

The teacher will..review “Semi-Wild style” graffiti. How to add flourishes and the different kinds they can use. How to color them in using colored pencils and the use of value in color.

The student will..try to create a “Semi-Wild syle” graffiti tag.

Work Time (Applied Learning)

The teacher will..

The student will..

Students will have plenty of resources to help better understand the style they are striving for. Books, handouts, student examples and the website with more examples.

Some students will be encouraged (expected) to try for “Semi-Wild style” while others may work on the simple style of bubble letters or block.

Students will receive continuous feedback as I walk the room and oversee how their work is coming along. I will encourage students to use flourishes and 3 dimensional design.

The visual drawings with show whether the students are understanding the concept and expectations of the lesson.

Closure (Summary, Shares, Etc.)

The teacher will..

The student will..

Show selected student work to show and encourage the rest of the class to emulate the work and progress of others. Finishes work will be posted on a painted brick wall created by the senior art class and displayed.

Face person sitting next to them and discuss the results of their daily work and see if they have progressed any closer to “semi-wild style”

Differentiated Instruction needed to ensure all learners have access to this learning (including SPED, ELL and Gifted)

Modifications:

Students can make a bubble letter, block letter or Semi-Wildstyle graffiti tag depending on ability.

Accommodations:

Extensions

Plans for after this learning/competency is complete: *What will the students do if they finish early?*

They create another tag and continue with more advanced flourishes and coloring.