

**[Delete or replace anything in yellow!]**

*Note: Lesson plans come in as many forms as there are teachers. This outline is provided as a tool to help structure your thinking and design, and to help your lesson plans meet the criteria I think are important for this course – but is NOT a prescription of what all lesson plans need to look like in your teaching now and in the future!*

## **[Lesson Title]**

**Intended grade level(s) / age(s):** [X]

**Big Idea / Central concept:** [Could be a word, a phrase, or a statement. Big ideas are not just art ideas!]

**Essential Questions:** [2-3. Specific facets of the big idea you'd like students to explore.]

**National Arts Standard(s):** [Find 2-3 [here](#) that apply]

- [Standard 1]
- [Standard 2]

**OH State Arts Standard(s):** [Find 2-3 [here](#) that apply]

- [Standard 1]
- [Standard 2]



**Artists to be Discussed/Shared:**

[Try to intersect multiple *named* artists (not “Chinese dragon” or “Islamic tiles”) with diverse practices and backgrounds, who approach the big idea from different perspectives. If I don’t already have artists in mind, online resources like [Colossal](#), [Contemporary Art Library](#), [Art21](#), [Institutional Model](#), [Anti-Racist Art Teachers](#), [Craft in America](#), [The Art Assignment](#), [Crash Course Art History](#), or [Aaron Weber’s list](#) often help me]

- [Artist name] – [One-sentence description connecting to big idea]
- [Artist name] – [One-sentence description connecting to big idea]

**Key Vocabulary:** [What words will you need to explain? What *age-appropriate* language will you use to explain them? Don’t just copy a definition from a dictionary or an art history textbook. Adapt for the age you are teaching.]

- [term 1] – [definition in language appropriate to your intended age group]
- [term 2] – [definition in language appropriate to your intended age group]

**Learning Objectives:** [Phrased as “*Students will...*” What new knowledge or meaning will the students have after the project? What *concrete, observable, measurable* things will students be able to do, say, or demonstrate? The [sample lesson plan](#) has “aesthetic, conceptual, and execution/skill” objectives, but you are free to organize them however you wish! **At the end of each objective, include the numerical code for the state standard that objective is addressing.**]

- Students will...
- Students will...
- Students will...

**Art Activity:** [Brief description of the art project. E.g. “Students will construct, glaze, and fire ceramic reliquaries to house personally significant objects from their lives.”]

**Materials:** [Required materials for this project. What will you provide? What, if any, will the students need to bring? Be specific - *what kind* of paint, *how much* of each color, etc. will you need for your class size?]

Are there any safety issues you need to anticipate? **Include links to any slide presentations or web resources.**]

## Lesson Sequence

[Here include an outline of the lesson activities in order. Provided here is a common lesson structure, but you may want/need to change that up. For example, with Pre-K and K students, you may want to structure your lesson as a series of short 5-10 minute activities to maintain engagement.]

Write the steps detailed enough so that a substitute teacher could walk into your room and teach the lesson.

Optional things I like to include are:

Mini '**scripts**' with exact language for things I want to frame/define just right.

Indicators of roughly **how long each section** will take, so you can manage your time]

### Opening Activity/Discussion/Presentation (x minutes)

[Outline how you will engage students with the big idea, introduce/discuss the artists, and get them thinking about the project. What questions will you ask to get students talking about the artwork you share and the big idea you're exploring? *How can you get the students talking more than you?*]

### Material Demonstration/Tutorial (x minutes)

[Outline how you will demonstrate the artistic processes/skills/strategies students need to succeed at this project. Make note of potential areas of difficulty and how you will address them. *What questions might you ask during and after the demo to check students' understanding of the process?*]

### Artistic Production (x minutes)

[Describe what students will do independently during this time, and how you will actively support them.]

### Clean-Up (x minutes)

[How will you get students to shift gears to clean-up? How will you organize the clean-up process with the materials you are using? How will you give students autonomy in the process (and avoid having to do more clean-up yourself!)?]

### Reflection/Closure (x minutes)

[How will you 'wind down' the lesson and reflect on key concepts? How will your peers/students/participants reflect upon/share what they have created?]

## Assessment

[How will you and students tell whether the learning objectives have been met? Even if you're not grading work, assessment is a part of art teaching - it's how you tell whether you helped the students achieve the objectives you had for the lesson.]

Most teachers use rubrics based on the learning objective, but you are free to innovate with alternative assessments.

If you were to teach this lesson out in the field, to its intended student audience, how would you and students define and identify success and failure, and how will success and failure be treated?

Also consider how *specifically* you will assess each learning objective. Will you be able to tell just by looking at the art made by the student? Will the student create a written statement or presentation to express their conceptual approach in the piece? Will students fill out a self-evaluation of some kind?]

|  | Excellent | Satisfactory | Needs Attention | Assessment Method |
|--|-----------|--------------|-----------------|-------------------|
|--|-----------|--------------|-----------------|-------------------|

|                      |                     |                     |                     |                                                  |
|----------------------|---------------------|---------------------|---------------------|--------------------------------------------------|
| Learning Objective 1 | [specific criteria] | [specific criteria] | [specific criteria] | [specific way(s) you will assess this objective] |
| Learning Objective 2 | [specific criteria] | [specific criteria] | [specific criteria] | [specific way(s) you will assess this objective] |
| Learning Objective 3 | [specific criteria] | [specific criteria] | [specific criteria] | [specific way(s) you will assess this objective] |

[While criteria should be specific, so students understand what is being asked of them, try to phrase things open-endedly so as not to limit students. "Student thoughtfully uses at least one of the color-theory principles discussed in this unit," rather than "Student uses complementary colors." "Student meaningfully integrates images from at least three different sources into their collage" rather than "Student combines images from three different sources in their collage." The phrase "AT LEAST" is GREAT for this!]

## Acknowledgments

[Is this lesson adapted from a lesson you experienced as a student, or a lesson idea you saw online? Use this space to be up-front about your sources of inspiration. Name and link lessons that inspired this one, and briefly mention what they provided you. (That way, I can see all the ways you made this lesson your own!) **Delete this section if you leave it blank - don't leave an empty header at the end of your lesson plan!**]