

ART LESSON FORMAT

YOUR NAME(S):

TITLE OF ART LESSON:

GRADE LEVEL OF STUDENTS:

CHARACTERISTICS OF THE LEARNERS: In addition to noting grade level, it is important to understand the abilities, developmental social characteristics, and other factors that might be necessary to achieve success in this lesson. In other words, indicate what a teacher might expect students to know and be able to do prior to attempting this lesson.

RATIONALE: Briefly outline the "big" ideas or essential questions that students will learn about in the lesson and briefly describe what students will do. Tell what the lesson is about and why it is important for students.

HISTORICAL/CULTURAL CONTEXT: Include a page of background information that a teacher might need to know in order to teach this lesson well. Describe how this lesson might fit into a larger unit of study and integrate with other subjects. Explain how this type of visual production has functioned in other times and places, or why these people or their contributions are considered significant. You might want to address what new inventions made this process possible, or how have people responded to issues in their lives through this process.

SUNSHINE STANDARDS: Indicate the Florida Sunshine Standards in Art that apply to this lesson. Write out the entire standard without modification.

OBJECTIVES: State the specific learning outcomes of the lesson. Indicate what students will know and be able to do as a result of the lesson. Use the following format: "By the end of this lesson, the student will be able to..."

MATERIALS: Identify the art tools, equipment, consumable materials, books, images, references and other supplies needed in teaching the lesson.

PREPARATIONS: Indicate any special preparations required to teach the lesson.

INTRODUCTION:

- Describe what the teacher should do or say to introduce the theme of the lesson and inspire students' interest.
 - > For example, the teacher might show art prints, read a story, or provide some other perceptual stimuli.
- Mention how you will use the classroom space for this part of the lesson.
 - > For example, younger students may be gathered in the front of the room for better viewing, or students may be paired up to look at small reproductions, etc.
- Include a short list of open-ended questions to stimulate students' thinking about the topic.
 - > For example, ask about aesthetic issues or critically analyze the work. What words would you use to describe this object? Why do you think this work was made? How did it function then and now?
- The teacher may also provide an instructional handout about lesson concepts and processes at this point in the lesson.
 - > A list of vocabulary words, web sites, production instructions, etc., could be included on a handout for students to keep.

PROCEDURES: Describe in a step-by-step manner the processes that will be used by the students. Demonstrate each step and show possible examples of the expected outcome to provide students with targets. Explain how you will manage the distribution of materials and organization of the classroom for this activity. Estimate the amount of time you will need for your demonstration and how much time students will need to work. Consider how you will communicate to students the criteria for success.

DISTRIBUTION AND CLEAN-UP: Describe your plan for distributing the necessary materials and tools and how they will be collected at the end of class. Identify what kind of messes this activity will generate and outline a plan for students to clean up quickly and efficiently. No more than 5 to 10 minutes should be necessary. Plan how duties will be assigned and what non-cleaning students will be doing during this time.

CLOSURE: Briefly describe the key points that should be reviewed by the teacher or activities that the class might engage in to reinforce the objectives of the lesson. How will the students share results and draw conclusions about the lesson and their performance? Note: that the closure and assessment of the lesson might be closely linked.

ASSESSMENT: The teacher must evaluate every stated objective. List the method you will utilize to assess EACH of your objectives. Describe what you will do with the information gathered.

- In addition to teacher observation of students' work and performance, you might use portfolios, rubrics, pre-post tests, student self-evaluation forms, questionnaires-inventories-checklists, anecdotal records, student journals, video/audio recordings of student performance or presentations, preliminary sketches, conferences-interviews with students during or after lesson, written papers-oral reports, group critiques, debates, student participation in discussion or outside activities, or student-planned exhibits.

EXTENSIONS: Suggest possible activities that would expand upon the concepts explored in this lesson and challenge students to explore them further.

VISUALS: Each lesson plan should include one or more appropriate visuals, such as laminated photocopies, powerpoint presentation, illustrations or diagrams. These visuals should not be confused with the lesson examples.

SAMPLE: Attach a teacher-made sample of this activity.