Title of Lesson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher's Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_GradeLevel\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use this lesson plan template as a WORKING DOCUMENT or DRAFT FOR PLANNING. It is to help you plan and familiarize yourself with lesson planning.

You are only expected to do your best when filling it in.

After you have finished teaching this lesson to the class, we can discuss the lesson using this document. You will then have two weeks to add to this plan and submit.

THE LESSON

|  |  |
| --- | --- |
| ART CONTEXT (Process, Movement, etc…) |  |
| FORM AND STRUCTURE (Elements and Principles of Art) |  |
| PERSONAL PERSPECTIVE (Opportunity for pupil self-expression) |  |
| PRODUCTION (Making words. ex. painting, drawing, tearing…) |  |

|  |
| --- |
| SKILLS AND TECHNIQUESWhat are the specific learning objectives for students in this lesson?**STUDENTS WILL BE ABLE TO:** |
| CONCEPTSWhat are the specific learning goals for pupils in this lesson?**STUDENTS WILL UNDERSTAND THAT:** |

WHAT MATERIALS AND VISUAL RESOURCES WILL YOU USE FOR THE LESSON?

|  |  |
| --- | --- |
| MATERIALS | VISUAL RESOURCES |
|  |  |
|  |  |
|  |  |
|  |  |

Motivation: How will you begin the lesson to engage the pupils? What will you show, do, and ask?

Demonstration/Modeling: What and how will you demonstrate or model?

Studio Practice (The Activity): How will you give pupils the opportunity to practice or apply new skills and understandings?

Does this apply to your lesson?

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications (English language learners, gifted students needing greater support or challenge, students with Individualized Education Pro- grams (IEPs) or 504 plans, struggling readers, underperforming students or those with gaps in academic knowledge).

|  |  |
| --- | --- |
| Learning Needs Category | Support/Accommodations |
|  |  |
|  |  |
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|  |  |

UNIVERSAL DESIGN FOR LEARNING GUIDELINES

 *This section may be easier to write up after you have shared your lesson with the class . Please keep these principles in mind when designing your lesson. We will discuss your lesson in relation to the principles.*

Principle I: Provide Multiple Means of Representation (the “what” of learning)

Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.

Principle II: Provide Multiple Means of Action and Expression (the “how” of learning)

Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential

Principle III: Provide Multiple Means of Engagement (the “why” of learning)

Learners differ in markedly in the ways in which they can be engaged or motivated to learn. Some learners are highly engaged by spontaneity and novelty while others are disengaged, even frightened by those aspects, preferring strict routine.