

ARTS LESSON PLAN TEMPLATE



Developed by CPS Department of Arts Education (updated 08-19-2013)

Discipline: ☐ Dance ☐ Drama/Theatre ☐ Music ☐ Visual Art ☐ Multi-Disciplinary

Grade Level:

☐ Kindergarten ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6
☐ Grade 7 ☐ Grade 8 ☐ Grades 9/10 ☐ Grades 11/12

Lesson Name:

Sample Student Outcomes: *Provide a list of the anticipated outcomes of the lesson; what students will know, understand, and do.*

Example: Students will know... , Students will understand... , Students will do...

Lesson Description: *Provide a short, 2-3 sentence description of the lesson.*

Pre-requisites to this lesson plan (if applicable):

Length: *Is this one, 40-minute lesson? Several varied-minute lessons within a unit adding up to two-hours?*

Illinois State Arts Standard: *Select the appropriate standard for this lesson.*

- ☐ **25** – Know the language of the arts.
☐ **26** – Through creating and performing, understand how works of art are produced.
☐ **27** – Understand the role of the arts in civilizations, past and present.

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Illinois State Arts Sub-Standard: *Select the appropriate sub-standard for this lesson.*

- ☐ **25A** – Understand the sensory elements, organizational principles and expressive qualities of the arts.
- ☐ **25B** – Understand the similarities, distinctions and connections in and among the arts.

- ☐ **26A** – Understand processes, traditional tools and modern technologies used in the arts.
- ☐ **26B** – Apply skills and knowledge necessary to create and perform in one or more of the arts.

- ☐ **27A** – Analyze how the arts function in history, society and everyday life.
- ☐ **27B** – Understand how the arts shape and reflect history, society and everyday life.

Illinois State Arts Standards Performance Descriptors: *Insert the appropriate performance descriptor(s) for this lesson. Performance descriptors explicitly state what students should be able to do, know, and understand in the arts discipline. See appendix of Chicago Guide for Teaching and Learning in the Arts for Descriptors.*

Common Core State Standards: *Select the appropriate Common Core State Standard(s) that is directly related to this lesson.*

If lesson includes a “close-read” strategy of a work of art, which students examine works of art and describe the works citing evidence from the artwork, consider the following CCSS:

Anchor Standard: Key Ideas and Details - <http://www.corestandards.org/ELA-Literacy/CCRA/R>

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.

Check the appropriate grade level standard this lesson addresses:

- ☐ **Kindergarteners** – with prompting and support, ask and answer questions about key details in a text.
- ☐ **Grade 1** – ask and answer questions about key details in a text.
- ☐ **Grade 2** – ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- ☐ **Grade 3** – ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ☐ **Grade 4** – refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ☐ **Grade 5** – quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ☐ **Grade 6** – cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ☐ **Grade 7** – cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ☐ **Grade 8** – cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- ☐ **Grades 9/10** – cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as

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inferences drawn from the text.

☐ **Grades 11/12** – cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

If the lesson includes student oral presentations that accompany or describe their works of art, consider the following CCSS:

Anchor Standard: Presentation of Knowledge and Ideas - <http://www.corestandards.org/ELA-Literacy/CCRA/SL>

☐ **Kindergarteners** – Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

☐ **Grade 1** – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

☐ **Grade 2** – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

☐ **Grade 3** – Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

☐ **Grade 4** – Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

☐ **Grade 5** – Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

☐ **Grade 6** – Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

☐ **Grade 7** – Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

☐ **Grade 8** – Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

☐ **Grades 9/10** – Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

☐ **Grades 11/12** – Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

If the lesson includes the production of written work by students that accompanies or describes their works of art, consider the following CCSS:

Anchor Standard: Text Types and Purposes - <http://www.corestandards.org/ELA-Literacy/CCRA/W>

☐ **Kindergarteners** – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

☐ **Grade 1** – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

☐ **Grade 2** – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

☐ **Grade 3**

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly

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- Develop the topic with facts, definitions, and details.

☐ Grade 4-5

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

☐ Grade 6-7

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

☐ Grade 8

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

☐ Grades 9/10

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

☐ Grades 11/12

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Enduring Understandings:

From Wiggins & McTighe: "An understanding refers to transferable, big ideas having enduring value beyond a specific topic; it is universal generalization." What we want students to understand and be able to use several years from now, after they have forgotten the details. Is it transferable? Can you teach it over and over again? Does it connect to other things?

Essential Questions:

Wiggins & McTighe: "Essential questions are not answerable with finality in a brief sentence; their aim is to stimulate thought, to provoke inquiry, and to spark more questions. Essential questions do not yield a single straightforward answer." Essential questions come from the Enduring Understanding that has been turned into a question. Usually begins with: how, what, or why.

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Cognitive Skills: *These are some examples of the skills student must have in order to meet the standards in the visual and performing arts.*

Composition *(Consider including this skill for visual art lessons.)*

Beyond a keen eye, the study of composition offers fundamental skills for students who want to elevate their artwork to a higher level of aesthetics. Students learn to manage the methods and materials in order to maximize their creations.

Judgment and Decision Making

Students not only develop a technical skill set, but also the ability to assess the objects in their lives for its artistic potential. Students exercise sound judgment in what equipment they choose, their editorial frame of reference, and how they respond to both technical and artistic constraints.

Creative Thinking

Through the practice of artistic and technical discipline, students employ creative thinking throughout their studies.

Interpersonal Skills

Artists often realize their visions through collaboration with others. Visual and performing arts lessons like this teach students to act with professionalism, communicate clearly, and balance the needs of those who commission their work with artistic integrity.

Reading, Writing and Citing Textual Evidence

Consumers of the arts infer how time, culture and history influence works of art. Students apply literal and inferential strategies to comprehend texts and works of art; and they draw conclusions from textual evidence.

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Content: *The content of the unit is based on the disciplinary or topic-area concepts. (Below is an example for arts lessons that engage the idea of making art to communicate a message through textual clues.)*

Building Knowledge through Texts

- Identify different ways that authors and artists communicate through textual clues.
- Create texts and works of art that communicate through textual clues.
- Identify textual evidence & influences on culture, history, and identity through inference.

Assessments: *Describe the diagnostic, formative, and summative assessments employed in this lesson to gauge student learning.*

(D) Diagnostic

(F) Formative – the check for understanding mechanisms used throughout the unit to ensure each student gets the instruction needed to be successful on the summative performance assessment. Examples: reader’s notebooks, post-it jots, small group anecdotal records, discussion, drafts.

(S) Summative – the “summary of student’s achievement in relation to...learning standards.”

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Evidence of Student Learning: *Provide a list of the process documentation that you plan to acquire during the course of the lesson. These may include photographs of students engaged in learning, drafts of student work, quotes from students, interviews of students, video, etc.*

Texts/Resources: *The collection of short and extended works aligned to the standards and content. Examples: texts, works of art, word wall, etc.*

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Learning Activities:

A series of tasks the student will engage in over the course of the unit. The activities are based on what students need to understand and be able to do for the performance assessment and are aligned to your standards and essential questions. Include key learning activities like art-making, questioning, reflection, and contextual information/research. Encourage description, analysis, and interpretation. Be prepared to highlight instructional strategies.

(Below is a sketch of the moments that may exist within an arts lesson. Teacher may elaborate or describe the lesson using these prompts provided.)

Re-state lesson description

Warm-up

Diagnostic Assessment

Learning Activity Set-up

Demonstration/Modeling (I do-we do-you do)

Studio/Rehearsal/Workshop (students engage in creating/planning/refining)

Formative assessment

Clean-up

Presentation of Work

Critique/Reflection

Summative Assessment

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Suggested Extensions:

Provide a bulleted list of potential next steps or subsequent learning activities that will extend the teaching and learning of arts content. Students could explore advanced topics in the area, research other artists and practitioners in the field, or develop either individual or group extensions, depending on the initial project.