

# Title

Level: \_\_\_\_\_

By: \_\_\_\_\_

(insert image, if available)

## ESTIMATED TIME

\_\_\_\_-minute class session

## MATERIALS/EQUIPMENT NEEDED

For students:

For teacher(s):

## ARTS INTEGRATION FOCUS OF LESSON

\_\_\_\_ Drama \_\_\_\_ Native Cultural Arts \_\_\_\_ Music  
\_\_\_\_ Visual Arts Other: \_\_\_\_

## CORE CONTENT FOCUS

\_\_\_\_ Reading \_\_\_\_ Writing \_\_\_\_ Oral Language  
\_\_\_\_ Math \_\_\_\_ Science \_\_\_\_ Social Studies

## ART CONCEPTS/SKILLS

What elements of the art form are incorporated in the lesson? What art-making skills and/or concepts?

## MULTIPLE INTELLIGENCE(S)

What intelligence(s) does this lesson address?

\_\_\_\_ Linguistic \_\_\_\_ Logical/Mathematical \_\_\_\_ Spatial  
\_\_\_\_ Kinesthetic \_\_\_\_ Musical \_\_\_\_ Interpersonal  
\_\_\_\_ Intrapersonal \_\_\_\_ Naturalist

## TRADITIONAL/ CULTURAL KNOWLEDGE

If applicable, what traditional Native concepts are included in the lesson?

## LESSON DESCRIPTION

A brief statement of the overall project scope. What will be produced by the end of the lesson?

## GLOSSARY/VOCABULARY

Provide key terms for the lesson.

•

## ALASKA FINE ARTS STANDARDS

List the Art Standards that are fulfilled through completing the lesson.

(Refer to <http://www.eed.state.ak.us/ContentStandards/> for a link to a .pdf file of the Standards booklet)

List the specific Art Standards that are fulfilled through completing the lesson. [www.eed.state.ak.us](http://www.eed.state.ak.us)

## LINKS TO ALASKA CONTENT STANDARDS

List the Alaska Content Standards that are fulfilled through completing the lesson.

(Refer to \_\_\_\_\_ for a link to a .pdf file of the Standards booklet

\_\_\_\_\_ Standard \_\_\_\_: Look for and make use of structure  
Grade \_\_\_\_:

### TEACHER PREPARATION BEFORE LESSON

Explain what a teacher/teaching artist needs to do before the lesson, including preparing materials and the learning environment.

\_\_\_\_\_

### STUDENT PREREQUISITES

Briefly state the prior skills or knowledge students need before this lesson.

*Students will have already mastered*

- 
- 
- 

### LESSON INTRODUCTION: THE HOOK

How do you introduce this lesson to develop background knowledge? What's the attention-getting hook?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### THE BODY OF THE LESSON

Provide step-by-step details about your lesson, written so that another teacher or teaching artist could follow this plan. State how your lesson will progress and what your students will do to achieve the stated art standard(s) and content standard(s). (This is the longest section of the written lesson.)

### ASSESSMENT PLAN

What strategy or tool can a teacher/teaching artist use to assess whether students have met the standards for this lesson?

How well did students \_\_\_\_\_

Which students were able to \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Did students \_\_\_\_\_?

### EXTENSIONS AND ADAPTATIONS

Briefly, answer some or all of these questions: What might a teacher/teaching artist do next after this lesson? What are some ways they might adapt this lesson for a different population or a different timeframe? How might this lesson and its outcomes link to other art forms/content areas?

\_\_\_\_\_

\_\_\_\_\_

How will you connect this lesson to other subjects and/or intelligences?

- Social Studies? Science? Language Arts?
- Other Intelligences?
- 

### RESOURCES

List any related resources including websites, print materials and resources for actual lesson materials. Below are examples.

### (Optional) ARTIST INFORMATION

***Artist Lesson Plan Template – Teaching Artist Academy Ketchikan 2015***

If applicable, list relevant information about visual, performing, or cultural artists whose works are included as part of this lesson.

**CREDITS**

Lesson by Lorrie Heagy