

LESSON PLAN: *What Will We Do Together?*

Directions: *Community Arts Partners complete a lesson plan for a school day arts residency that includes a timeline of activities, learning objectives, and check-ins to assess student learning.*

Teaching Artist Name	
Course Title	
Course Type <i>(please check all that apply)</i>	<input type="checkbox"/> Cultural arts residency <input type="checkbox"/> Integrated arts residency Partnering Course: _____ <i>(For integrated residencies only, name the partnering subject area, i.e. – language arts, math, science, social studies, etc.)</i>
What grade(s) is the residency for?	
Schedule Information	_____ Number of sessions _____ Length of each individual session _____ Total hours

Course Description:

[Share a 2-4 sentence description of the lesson plan summarizing what happens and the purpose of what is happening]

Materials & Space:

[List art supplies and space requirements]

Big Idea:

["Big Idea" refers to topics that matter in the classroom and beyond. A big idea will still matter 20 years from now. When developing a big idea ask questions like: What's the point? Why am I doing this? What matters about this learning experience?]

Lesson Objectives and Student Check-In Activities

Provide **one** to **two** learning objectives and check-in activities for your lesson plan. You may include any of the following 21st century skills as an objective: creative and critical thinking, communication, collaboration, persistence, and growth mindset). See [glossary](#) for more information on 21st century skills.

Learning Objectives <i>What do you want your students to be able to understand? What do you want your students to be able to do?</i>	Check-In Activities <i>What methods will you use to check-in with your students about their learning and progress throughout the residency?</i>
Objective Example: Communication – Students will actively listen and observe others.	Check-In Example: Look throughout the room at each student during collaboration (room scan). Students write a reflection on a post-it with one thing they did to actively listen (exit ticket).
1.	1.
2.	2.

State Standards:

[Identify [Arts K-12 Learning Standards](#) for all residencies, and other [content areas](#) as appropriate for integrated lesson plans. Use as a guide for instruction and for what is developmentally appropriate for students.]

Vocabulary:

[List the vocabulary that students learn and use in the lesson plan]

Daily Planning:

Daily planning and notes about your class – adjust this section to reflect your timeframe, and record changes that you make as class progresses. For each session, write the opening, main, and closing activities for the day. Below is a framework to articulate what will happen. Feel free to use another format that includes these components.

Opener: *Include a way to enter into the learning – transitioning from classroom space to art space. Could be an introduction statement of what will happen that day, an exercise, a ritual to start class, writing warm-up, etc.*

Main Activity/Activities: *Write/list what will be taught. This is your starting place, as things can and will change in the moment.*

Closer: *A way to exit the learning plan for the day – transitioning from art space back into classroom space. Could be a reflective check-in with students – verbal or written, a ritual to end class, etc.*

Assessment: *A way to check-in on student learning. How will you observe what your students have learned today?*

Day	Opener	Main Activities	Closer	Assessment
1				
2				
3				
4				
5				
6				