

# M-DCPS Visual Arts Lesson Plan Template



<b>Grade:</b>	<b>Date(s):</b>
<b>Lesson:</b>	<b>Media:</b>

**Standards:** *Florida State Standards – www.CPALMS.org*

<b>Objectives/Student Outcomes:</b> <i>Provide a list of the anticipated outcomes of the lesson what students will know, understand, and do. Example: Students will be able to..., Students will know..., Students will understand..., Students will do...</i>	<b>Differentiated Instruction Strategies:</b> <i>How will you modify your instruction to meet the individual needs of your students?</i>
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<b>Materials/Supplies:</b> <i>List all materials and supplies needed to complete the lesson.</i>	<b>Visuals/Resources/Technology:</b> <i>List all visual samples, handouts, resources, and technology that will be used to enhance the lesson</i>
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**Elements of Art and Principles of Design:**

Color       Form       Line       Texture       Shape       Space       Value  
 Balance       Contrast       Emphasis       Movement       Pattern       Rhythm       Unity

**Vocabulary:** *Essential vocabulary that should be introduced and/or reviewed.*

**Introduction/Background:** *(Set the purpose of the lesson). Explain the relevance of the lesson and the importance of learning the concept. Introduce or review important vocabulary.*

<b>Essential Question(s):</b> <i>A higher order question that is directly derived from the benchmark, introduced at the beginning, discussed throughout, and answered by students at the end of the lesson to show understanding of the concepts taught.</i>	<b>Higher Order Question(s):</b> <i>What questions will be answered to provoke higher order thinking? What would the ideal student response be for each question?</i>
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**Procedures/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, question, reflection, and contextual information/research. Encourage description, analysis, and interpretation. Be prepared to highlight instructional strategies.*  
**Example:** *Re-state lesson description, warm-up/sketches, diagnostic assessment, learning activity set-up, demonstration/modeling (I do, we do, you do), creating/planning/refining, formative assessment, clean-up, presentation of work, critique/reflection, summative assessment.*

**Sketchbook/Home Learning Assignments:** *Include any home learning or independent learning assignments that accompany this lesson.*

**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 photograph of student engaged in learning, drafts of student work, quotes from students, interviews of students, videos, etc.*

**Assessment:** *“Begin with the End in Mind.” How will you know whether your students have made progress towards the objective? How and when will you assess mastery? There are three types of assessment: Diagnostic, 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)*  
**Example:** *reader’s notebooks, post-it jots, small group anecdotal records, discussion, drafts), Summative (The “summary of student’s achievement in relation to...learning standards.”)*

- Observation of final project
- Interview with student
- Group assessment (critique)
- Observation of process (student working)
- Portfolio
  - a) Tracking
  - b) Demonstrates growth
  - c) Compiles a variety of techniques and media
- Journals
  - a) Ideas for projects
  - b) Sketches
  - c) Teacher generated assignments
- Vocabulary Test
- Unit Test
- Report/Essay
- Exit Slip