

## ARTS IMPACT LESSON PLAN

**Arts Discipline and Writing Infused Lesson** Specify arts discipline infused.

**Lesson Title** Lesson titles include the major concepts covered by the lessons.

**Authors:** Lesson authors include both the teacher with the artist-mentor names. **Grade Level:**

### Enduring Understanding

The Enduring Understanding is the big idea of the lesson that links the learning to the students' lives. It is a **relationship between two concepts** that makes meaning through time, across cultures, and beyond a single example. CONCEPT + CONCEPT = ENDURING UNDERSTANDING.

**Lesson Description** (Use for family communication and displaying student art)

One paragraph description of the scope and sequence of the lesson.

## Learning Targets and Assessment Criteria

**Target:** The Target Learning tells what you want the students to **know** or **be able to do**.

**Criteria:** The Assessment Criteria are what you will **see** or **hear** that tell you what the students know. They are the observable traits and dimensions of what the student knows.

**Target:**

**Criteria:**

**Target:**

**Criteria:**

### Vocabulary

**Arts Infused:**

Concepts, skills or processes that are shared between the art form and writing.

**Writing:**

Concepts, skills or processes that are found uniquely in writing.

**Arts:**

Concepts, skills or processes that are found uniquely in the art form.

### Materials

**Museum Artworks or Performance**

Works of art or photos of performances, referenced in the lesson as examples of the concepts being taught. These resources should be used to illustrate and inspire, not to mimic.

Email photos to Arts Impact to imbed.

**Also this is where you list your study trip with location and date.**

**Visual Arts Examples:**



**Dance/Theater Examples:**



**Materials**

Materials include any performing arts materials (i.e. music), theater materials (i.e. books, scripts), or visual arts materials (i.e. art supplies), as well as classroom materials. Include student worksheets, Class Assessment Worksheet, and Arts Impact sketchbook

### Learning Standards

**WA Arts State Grade Level Expectations**

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

The lesson is aligned directly with the Washington State Arts GLEs in order to prepare students with the arts knowledge, skills and practices deemed essential for all students in the state of Washington. List all that apply. Do not forget to include the arts standard that references the connection between the art form and the subject area.

**Early Learning Guidelines (Pre-K – Grade 3)**

For a full description of Washington State Early Learning and Child Development Guidelines see:

<http://www.del.wa.gov/development/guidelines/>

For lessons targeting Pre-K to third grade, list the Early Learning Standards that apply.

*continued*

**Common Core State Standards (CCSS) in ELA (Writing)**

*For a full description of CCSS ELA Standards by grade level see:*

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

Insert CCSS writing standards here that are aligned with this lesson.

**Students Who Are College and Career Ready Students in Reading, Writing, Speaking, Listening, and Language**

*(Delete the attributes below that do not apply to this lesson.)*

Demonstrate independence.

Build strong content knowledge.

Respond to the varying demands of audience, task, purpose, and discipline.



Comprehend as well as critique.

Value evidence.

Use technology and digital media strategically and capably.

Come to understand other perspectives and cultures.

### ICON KEY:

-  = Indicates note or reminder for teacher
-  = Embedded assessment points in the lesson

### Pre-Teach

List key concept(s) of the lesson, and how students will be given opportunities to explore the concepts experientially. This is done prior to teaching the arts-infused lesson. Introduction of the writing infusion concepts may be included here as well.

### Lesson Steps Outline

**1.** The Lesson Steps Outline summarizes the main steps in the lesson, as well as highlights each embedded assessment, or point for reflection. The bold print sentence or two that is at the beginning of each lesson step is pasted in here. The outline is printed in a large font so that the teacher can glance at it during instruction as a guide.

**Criteria-based** Here you can list process-based assessment, teacher checklist, self-assessment, peer assessment, or reflection: If you have teacher checklist, and/or self-or peer assessment, you can paste the appropriate criteria from page one.

## LESSON STEPS

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**1.** Lesson Steps are detailed step-by-step instructional strategies for teaching the lesson. **What the Teacher does is in bold font.**

(Note images to be imbedded in each lesson step. Images should be emailed along with lesson to Arts Impact.)

- *Prompts for students – Key inquiry-based questions, instructions and questions for reflection – are bulleted so they are easy for the teacher to read during instruction.*

Images that are referenced in the lesson step will be imbedded here.



Criteria-based embedded assessments are highlighted for each lesson step. They can be process-based assessment, teacher checklist, self-assessment, peer assessment, or reflection. If they are listed as teacher checklist, self or peer assessments, they can be pasted from the selected criteria on page one. Those are also recorded on the class assessment worksheet at the end of the lesson. Other times they are process assessments or reflections. All assessments are used formatively, to guide instruction throughout the lesson.

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The class assessment worksheet (teacher checklist) is a place to document learning by the entire class. This worksheet is designed as a checklist; alterations need to be made if you are including rubric points. Place a checkmark or 1 for each student who meets criteria; place a 0 for a student who does not meet the criteria; write AB for absent students.

**ARTS IMPACT LESSON PLAN Discipline and Writing Infused Lesson**

Above specify arts discipline infused.

Grade: *Lesson Title* List grade and repeat title of lesson.

**CLASS ASSESSMENT WORKSHEET**

Disciplines	(e.g. <b>DANCE</b> ) In bold and all caps, identify in which discipline the concept lives	(e.g. <b>DANCE and WRITING</b> )	(e.g. <b>DANCE and WRITING</b> )	Total List number of points, e.g. 3.
Concept	(e.g. <b>Shape</b> ) Identify the concept assessed in first criteria.			
Criteria	Paste in the first criteria.	Paste in the second criteria.	Paste in the third criteria.	
Student Name				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
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19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
Total				
Percentage				

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between arts discipline and writing? List arts discipline.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**ARTS IMPACT FAMILY LETTER**

A family letter can accompany a lesson. The letter can be sent home immediately after an arts lesson is taught and preferably before a visual art product is sent home with the student. Many parents have not had a very comprehensive art education and may be unfamiliar with art vocabulary, so write the letter in accessible language.

ARTS AND WRITING LESSON: *Lesson Title* List lesson title.

Dear Family:

Today your child participated in a **Discipline and Writing** infused lesson. (Specify arts discipline.) We talked about .

- We discovered .
- We created .

At home, you could .

**Enduring Understanding**

Paste Enduring Understanding here from page one.