|  |
| --- |
| **Lesson Details** |
| Lesson Title:  Teacher Name: Class/Course:  Grade Level(s): Lesson Duration: |

|  |  |
| --- | --- |
| **Standards Addressed** | |
| [**Illinois Arts Learning Standards**](http://illinoisartslearning.org/) **Addressed** | |
| Artistic Processes:   * Creating * Performing / Presenting / Producing * Responding * Connecting | Anchor Standards (#1–11): |
| Performance Standards *(Ex: VA.Cr.1.1.5a. Combine ideas to generate an innovative idea for art making)*: | |
| **Other Standards Addressed**  (e.g. [National Core Arts Standards](http://www.nationalartsstandards.org/), [CCSS-ELA](https://www.isbe.net/Pages/English-Language-Arts.aspx), [CCSS-Mathematics](https://www.isbe.net/Pages/Math.aspx), [Early Learning Standards](https://www.isbe.net/Pages/Early-Learning-Standards.aspx), [English Language Development Standards](https://www.isbe.net/Pages/English-Language-Learning-Standards.aspx), [Foreign Language Standards](https://www.isbe.net/Pages/Foreign-Languages.aspx), [PE/Health Standards](https://www.isbe.net/Pages/Physical-Education-and-Health.aspx), [Social Science Standards,](https://www.isbe.net/Pages/Social-Science.aspx) [Science Standards](https://www.isbe.net/Pages/Science.aspx), [ISTE Technology Standards](https://www.iste.org/standards/for-students), [Social-Emotional Standards](https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx)) | |

|  |  |
| --- | --- |
| **Enduring Understandings (EUs)**  *Copy the EU(s) listed in the*  *Illinois Arts Learning Standards.* | **Essential Questions (EQs)**  *Copy the EQ(s) listed in the*  *Illinois Arts Learning Standards.* |
|  |  |
| **Student-Friendly EUs/EQs**  *If using EUs/EQs with students, please translate them into grade-appropriate language.* | |
|  |  |

|  |
| --- |
| **Student Learning Objectives**  *Derive student objectives directly from the Performance Standards* *listed above.* |
| Students will be able to… |

|  |
| --- |
| **Lesson Assessments**  *Describe the assessments that will be used in the lesson, which should connect*  *directly to Student Learning Objectives and Standards Addressed (above).* |
| Diagnostic / Beginning of Lesson (*attach if possible*): |
| Formative (*attach if possible)*: |
| Summative / End of Lesson (including rubric(s) derived from Objectives; *attach if possible*): |

|  |
| --- |
| **Essential Materials**  *List supplies or equipment that are vital to accomplishing the listed Objectives.* |
|  |

|  |
| --- |
| **Resources Utilized**  *List texts, websites, primary sources, videos, recordings, artworks, etc. that will be used in the lesson.* |
|  |

|  |
| --- |
| **Lesson Vocabulary**  *List lesson-specific words and phrases students need to understand, including*  *artistic concepts, techniques, genres, and forms; key figures; historical periods, etc.* |
|  |

|  |  |
| --- | --- |
| **Knowledge of Students**  *Document students’ prior knowledge, skills, and interests in order to scaffold the lesson.* | |
| **Student Preference and Learning Modalities** | |
| My students would enjoy… | My students learn best when… |
| **Student Content Knowledge** | |
| My students already know / may already know… | My students may not already know / might have misconceptions about … |
| **Skill Mastery** | |
| My students have demonstrated the ability to… | My students have not yet demonstrated the ability to… |

|  |
| --- |
| **Differentiation**  *Indicate how students will receive differentiated tasks, supports, and assessments.* |
| **Multi-Tiered Systems of Support (MTSS)**  *Describe levels of support that will be provided to students with varying*  *degrees of readiness and skill development.* |
| Tier 1:  Tier 2:  Tier 3: |
| **Accommodations**  *Describe how tasks and activities will be modified to provide equitable access to learning.* |
|  |
| **Modifications**  *Describe how learning objectives will be modified in order for all students to demonstrate mastery.* |
|  |

|  |  |
| --- | --- |
| **Lesson Description**  *Describe the lesson activities in detail.* | |
| **Essential Lesson Components**  Consider these elements as you put your lesson together.  **Intro/Hook/Bell Ringer**  *An introductory activity that engages and interests students in the content.*  **Modeling**  *Lesson-specific skills, strategies, and/or techniques you will demonstrate for students.*  **Guided Practice**  *Activities students will engage in with your targeted guidance.*  **Independent and/or Collaborative Work Time**  *Activities students will engage in with minimal or no guidance, alone and/or in groups or pairs.*  **Sharing and Responding**  *Opportunities for students to share drafted or completed work and offer one another constructive feedback.*  **Group and Individual Reflection**  *Opportunities for students to reflect individually and collaboratively on their learning (e.g., key takeaways from the lesson; what was successful and what was challenging).* |  |
|
|
|
|
|
|
|
|
|