

Teaching Artists: Theory and Methods LA 301

ART INFUSED LESSON PLAN: PREP, PRESENTATION, AND ASSESSMENT

You have all signed up for a peer lesson presentations. During this class period you will have 1 hour and 15 minutes to present, teach, and participate in a group tuning protocol assessment of a visual art lesson that you have planned for the members of the class to participate in. Choose a **specific grade level, concepts** (general curriculum and art curriculum such as art/social studies or art/science), specific **Minnesota Graduation Standards** the lesson fulfills, **subject(s), materials, methods/techniques**, and an **assessment** method. Use the Minnesota Graduation Standards from the Perpich Center for Art Education website <http://www.pcae.k12.mn.us/rac/pubs/facs/visual.pdf> or in the information that was presented to us by Dave Beaman of the PCAE.

In your planning it will help to address six questions--who, what, where, why, how, and assessment?

We will be your classroom. You will choose the grade level and learning area that we will represent (*who*). You will provide background information and concepts (*why do the project*), an appropriately prepared area to work in (*where*), a subject and example or exemplars of the project and prepared materials and procedures to teach age appropriately (*what*), step by step instructions (*how*), and evaluation tool (*assessment*) used to record the success of the project for individual students. Choose to teach from a personal area of strength. You are artists first. You will not know everything so research is essential.

How to proceed with the 'who, what, where, why, how, and assessment'?

WHO- Although you will be teaching to your peers, choose a *grade level* and two curricula entry points (art and a subject). The Pre K-12 St. Paul curriculum is in the library CD, in soft cover book and on line at www.spps.org Click *staff resources, SPPS Curriculum On Line* or go directly to <http://curriculum.spps.org/DEFAULT.HTM> Also review the Gesell handouts, books in the library, *Art and Human Development* by Howard Gardner for information on personality characteristics for particular age groups.

WHY – This is the background information. Why do this project? How does it integrate with the chosen subject area and visual arts curriculum? What concepts and skills do you want the students learn? What are your goals, objectives and perceived outcomes?

WHAT – The subject matter, materials, and physical example/exemplars of the project you are teaching. Additional slides or books will be necessary. You will have a \$10 budget for the class. The TA closet also has many materials for your use; please check this first before you purchase materials.

WHERE – Prepare the classroom for the activity you are teaching before students arrive in the morning. Do the tables need to be covered? The floors? Do you need water? Do you want to work outside? Consider that you are using a facility that you are responsible for. Consider student safety and clean up.

HOW – Choose and prepare materials for appropriate grade level use. Present a step by step lesson for the class to follow as you share your information and engage learning. Address differences in learning styles. Review the information on learning styles and MI

theory. Prepare a typed lesson plan in the form provided (copy available on class website).

ASSESSMENT– Create an assessment tool that relates to the Minnesota Grad Standards for both the *curricular and the art subject matter*. You may create a checklist, a rubric, or invent an assessment tool of your own. When you consider assessment begin with your original student objectives. How will you know that the students have accomplished the objectives?

The final 1/2 hour of your peer presentation class period will be used to discuss, review and assess your presentation. You will be stopped at 10:30 finished or not. A written assessment on a provided form is due to you the following class meeting from *all participants*. A prepared and typed lesson plan is due **a week before** your peer presentation to my e-mail address LMI@cva.edu. Plan on meeting with instructor the week prior to your peer presentation to review it. Once it is submitted it will be promptly e-mailed back to you with notation and questions. Make improvements and hand in the revised copy via e-mail prior to the final week of class. *Share your materials list with classmates the class period before you present.*