Residency Sample Lesson Plan

Directions: Complete this lesson plan for a sample student residency. Fill out all the areas that apply to your lesson.

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| **Teaching Artist Name** |  |
| **Course Title** |  |
| **Course Type**  *(please check all that apply)* | □ Cultural arts residency    □ Integrated arts residency  Partnering Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ***(For integrated residencies only, name the***  ***partnering subject area, i.e. – language***  ***arts, math, science, social studies, etc.)*** |
| **What grade(s) is the residency for?** |  |
| **Schedule Information** | \_\_ Number of sessions (6 – 8 total)  \_\_ 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 Learning Assessment

*Provide* ***two*** *learning objectives and two assessments for your lesson plan. Be sure to include at least one* ***21st century learning skill in your objectives*** *(creative and critical thinking, communication, collaboration, persistence, and growth mindset). See* [glossary](http://www.creativeadvantageseattle.org/wp-content/uploads/2015/01/Glossary.pdf) *for more information on 21st century skills.*

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| Learning Objectives  *What I want my students to know and be able to do.*  *[This is the heart of teaching and learning. At the end of the day, “What do I want my students to understand? What do I want my students to be able to do?” Think backwards when planning.**Start with these questions and let them guide the learning objectives that will inform instructional choices and learning experiences for students.*  *Line up the “Student Learning Objectives” to the “Assessment Criteria” to create a one-to-one relationship that checks teaching and learning.* ***IF*** *I want my students to know...* ***THEN*** *what I will see and/or hear is...]* | Assessment Criteria  *What I will observe in my students – traits that can be seen and/or heard.*  *[The Assessment Criteria lists the traits that show if a student understands and can apply what is being taught – where they are on the path to learning.*  *Assessment Criteria is concrete for the instructor and student – it is observable through performance-based work and in written response to work e.g. reflections, graphic organizers, etc.*  *Assessment criteria and objectives are based on individual students. When looking for the traits that tell you what students know and can do, look at each student as an individual.]* |
| ***Example Objective:***  ***Communication*** *– Students will actively listen and observe others.* | ***Example Assessment:***  *Students will make direct and clear eye contact with partner; Wait for partner to finish before speaking; Take time reading and speaking to partner.* |
| **1.** | **1.** |
| **2.** | **2.** |

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| **Vocabulary (optional):**  *[List the vocabulary that students learn and use in the lesson plan]* |
|  |

Instructions:

*[Record the instruction flow – what happens, when, and why with as much detail as needed to deliver the lesson plan and make adjustments based on the students. Do this for just DAY 1.]*

Sample DAY 1:

* 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.]*

* Activity title and description \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*[Write bullets or numbers for 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.]*

Remaining Sample Sessions:

*[Daily planning and notes about your class – adjust this section to reflect your timeframe, as necessary. For each session, write the daily goal of the day, and sample activities to support it.]*

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| **Day** | **Daily Goal** | **Supporting Activities** |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |