MAT Art Education Lesson Plan Template

Revised FALL 2023

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| General Information | | |
| Name: | School: | |
| Supervisor: | | Cooperating teacher: |
| Is lesson plan for an observation? Y/N | | Is lesson plan for Capstone TPA? Y/N |

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| Overview | | | |
| Central Focus of Learning Segment: | | Essential Questions: | |
| Focus of Today’s Lesson: | | Lesson Number: | |
| Grade/Course: | Number of Students: | | Length of Lesson: |

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| Learning Standards: *Only include standards and specific portions of those standards that will be assessed in this lesson.* | |
| Notation: | Portion of Standard: |
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| Learning Objectives and Assessments | | |
| Notation: | Learning Objective(s): (SWBAT + behavior or language function + content + condition + criterion or degree of proficiency) | Assessment: Formative or Summative (Assessment type **and** what it assesses) |
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| Academic Language: Identify and **explain** planned supports for… | |
| Old Vocabulary to reinforce: |  |
| New Vocabulary to introduce: |  |

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| Students’ prior academic art learning to be built on in this lesson include: | |
| 1. |  |
| 2. |  |
| 3. |  |

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| Students’ personal perspective and/or cultural backgrounds to create and/or respond to expressions of visual art in the lesson include: | |
| 1. |  |
| 2. |  |
| 3. |  |

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| Students’ knowledge of art in society, art history, and/or appreciation to be built on in this lesson include: | |
| 1. |  |
| 2. |  |
| 3. |  |

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| Potential preconceptions, common errors, misunderstandings of content, process, and/or products: | |
| 1. |  |
| 2. |  |
| 3. |  |

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| Planned Supports and Differentiation for Identified Learning Needs and Those Who Struggle |
| Planned supports/multiple **representations** to help students access content of instruction: |
| Planned supports/multiples means of **engagement** to help students carry out learning tasks: |
| Planned supports/evidence of **mutual respect** and tolerance for differences to help students express understandings: |
| Accommodations and/or modifications for specific learners with identified needs(e.g. IEP, 504 plan, ELL, at-risk, above grade level, etc.):  Student 1-  Student 2-  Student 3- |
| Planned targeted feedback provided to Students 1-3 in the following ways:  Student 1-  Student 2-  Student 3- |

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| Instructional Materials, Supplies, Texts, **Technology** Resources, etc. (List all) |
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| Sequence of Instructional Strategies and Learning Tasks- (add or delete rows as needed; rename section titles as needed for lesson design) | | |
| Estimated Time | Teacher Actions: (instruction, directions, demonstrations, modeling, questions, management, etc.) | Student Actions: (learning tasks, peer-to-peer interactions, independent practice, performance, etc.) |
| Anticipatory Set | | |
|  | 1. |  |
| Instruction/Guided Practice/Independent Practice/Specific Questions | | |
|  | 2. |  |
|  | 3. |  |
|  | 4. |  |
|  | 5. |  |
|  | 6. |  |
| Clean Up Procedure | | |
|  | 7, |  |
| Closure | | |
|  | 8. |  |

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| Enrichment Activities (For students who finish early.) |
| 1. |
| 2. |
| 3. |

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| Theory and Research Supporting Lesson Strategies |
| 1. |
| 2. |
| 3. |

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| Reflection (Complete this section after lesson is taught) |
| Describe the ways in which this lesson is designed to be student-centered. |
| How did you engage and motivate students throughout the lesson? (Whole group/individually) |
| How did you guide students to evaluate their own strengths and needs? |
| Explain how you know the objective(s) were met for this lesson. |
| In what ways did you demonstrate rapport with and respect for students? |
| Explain ways that you were able to build on student responses? |
| In what ways did you see student choice at work during the lesson? How authentic was the learning for the students? |
| What, if any, changes did you make immediately prior to the lesson or during the lesson? |
| What surprised you? |
| What confused you? |
| What frustrated you? |
| What would you do differently? |
| How do your designed assessments from this lesson impact the next lesson? |

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