

## 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 your peer presentation you will have 45 minutes to present, teach, and assess a visual art lesson that you have planned for the members of the class to participate in. It is best to teach from your artistic strengths. Begin by deciding the follow aspects of your peer presentation.

1. **A specific grade level** (K through 12). If you are preparing for a college level art education or considering working with a non traditional population contact me for curriculum guides.
2. **Art and curriculum concepts.** What you will be teaching. Consider and choose art curriculum connected to a curriculum learning area (ex: Observational Drawing in Language Arts or Painting in Physics, Sculpture in Social Studies, etc.)
3. **Identify Minnesota Graduation Standards** to be addressed in both art and the curriculum area  
[http://education.state.mn.us/mde/Academic\\_Excellence/Academic\\_Standards/index.html](http://education.state.mn.us/mde/Academic_Excellence/Academic_Standards/index.html)
4. **Subject matter** (ex: plants, self portrait, stillife, kinetic sculpture, etc)
5. **Art materials** (ex: pencil/paper, tempera paint/brushes/canvas, wood/ exactos/wood glue, etc)
6. **Art techniques** (ex: painting, wood sculpture, etc)
7. **Assessment.** How will you know that students understand what you have taught? (ex: critique, test, presentation, rubric for the work itself, etc.)

#### **In your planning address -- who, what, where, why, how, and assessment of the lesson as you plan.**

You will choose the grade level and learning area that you will be teaching to. It will be important to research your learning areas in order to provide background information and concepts for the class. In addition you will consider a subject focus, create examples or exemplars of the project, prepare materials and work space in our classroom to teach age appropriately and create an assessment of learning.

**WHO** – Although you will be teaching to your peers, choose a *grade level* and two curricula entry points (art and a curricular area). Teach as if your peers are this grade level.

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

**WHAT** – This refers to the subject matter, materials and tools, concepts and physical example/exemplars of the project you are teaching. Additional images may be necessary.

You will have a \$10 budget for the class. Keep all receipts and submit with the reimbursement form on the Practicum page of the TA website. The TA closet also has

many materials for your use. Check this first before you purchase materials. You may also ask your peer to provide their own materials the class prior to your presentation.

**WHERE** – Prepare our 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? Will we work in the Photo lab? Consider that you are using a facility that you are responsible for. Consider student safety and clean up.

**HOW** – Prepare the Planning Backward Model and present to your instructor a week prior to your presentation for instructor feedback. Choose and prepare materials for appropriate grade level use for your presentation.

**ASSESSMENT**– Create an assessment tool that relates to the Minnesota Grad Standards for both the *curricular and the art subject matter*. You may run a short crit, do a written reflection, create a checklist, a rubric, or invent an assessment tool of your own. When you consider assessment begin with the student objectives from your Planning Backwards model. The important question is “how will you know that the students have accomplished the learning objectives”.

The final 1/2 hour of the class period will be used to discuss, review and assess your presentation. You will be stopped at 10:20 finished or not. As a group we will reflect using either the Tuning or Critical Response protocols. Your peers and instructor will also provide you with a written assessment at the following class meeting.

A prepared and typed lesson plan is due **a week before** your peer presentation in an email to your instructor. You will find the form on the Assignment page of the website. Plan on meeting with instructor the week prior to your peer presentation to review it. Once 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. *Finally, fill in a self evaluation on your own presentation and give to your instructor.*