

CPR Lesson Planning Framework

NAME OF LESSON (in 3-5 words – give it a catchy name that you will remember)

INSTRUCTOR _____ CLASS/ACTIVITY _____

LENGTH OF LESSON _____ WEEK OF LESSON _____

PURPOSE (How does this lesson fit into the broader framework for the overall class objective and learning outcomes) _____

LEARNING TARGETS (At the end of the class, what will the students know and/or be able to do that they didn't previously) _____

STANDARDS (Aligned to Learning Outcomes - What are the standards and goals being addressed – Common Core, National Arts Standards, Social Emotional Learning Standards – indicate corresponding numbers/letters) _____

MATERIALS (What will you need in order to deliver this lesson) _____

VOCABULARY (What is the key vocabulary that student will need to learn to successfully complete this lesson) _____

INSTRUCTIONAL STRATEGIES - in these areas, outline the steps you will take in your lesson to ensure that your students learn what you are targeting them to learn!

ENGAGE

Plan an Activity or Experience: This is an activity that will hook your students and get them excited about what you will be learning that day – it should be exciting and stimulating – such as

- exploring a visually interesting piece of artwork,
- answering a thought-provoking question,
- listening to a piece of music or seeing a video,
- exploring stimulating/new art-making materials, fabric, etc.,
- seeing you perform something new and different.
- Exploring options

Think of the 5 senses and try to add something new or different to your students' knowledge base or experience!

CREATE

What are the students making today? What is today's objective? How will you lead students toward demonstrating that they have met it? Outline it and those steps here. What will your students be making that day and how will they do it? Even if this is part of a long term project – they should be able to create something each time they work with you to feel a sense of accomplishment and progress toward the goal. Are they learning – (in example)

- a specific dance move or combination,
- the first scene of a play, a tableau of the characters,
- background and foreground in a painting,
- harmony with a partner,
- a storyboard for piece of animation

Each of these is a specific opportunity for students to create something in class. Make sure they have a chance to do this each lesson and outline the steps in the lesson that lead to this creation.

PERFORM/EXHIBIT

Set-up and facilitate the opportunity: How will your students share what they have learned and created that day? What form will it take? Will they each share their individual work? Will they do a “final performance at the end of class? Will they create a “gallery of work? Will they perform for another class?

REFLECT

This is where the learning really takes hold. Determine the Format: How will they reflect on what they learned that day? What format will it take - journaling, sharing verbally? Determine the Questions: What questions will you offer/ask to facilitate reflection in the appropriate area?