

MAT Art Lesson Plan

Revised Fall 2023

GENERAL INFORMATION	
Name:	School:
Supervisor:	Cooperating Teacher:
Is lesson plan for an observation? Y / N	Is lesson plan for Capstone TPA? Y / N

OVERVIEW		
Central Focus of Learning Segment:	Essential Questions:	
Focus of Today's Lesson:	Lesson Number:	
Grade/Course:	Number of Students:	Length of Lesson:

Learning Standards: Only include standards and specific portions of those standards that will be assessed in this lesson.	
Notation:	Portion of the Standard:

Academic Language: Identify <u>and</u> explain planned supports for:	
Old Vocabulary to reinforce:	
New Vocabulary to introduce:	

Prior Learning: Students' prior academic art knowledge and experience to be built on in this lesson include the following...	
1	
2	
3	

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

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

Potential Issues: Students' potential preconceptions, common errors, misunderstandings of content, process, and/or products may include but not be limited to...	
1	
2	
3	

Planned Supports and Differentiation for Identified Learning Needs and Those Who Struggle:	
1	Planned supports/multiple representations to help students access content of instruction...
2	Planned supports/multiple means of engagement to help students carry out learning tasks ...
3	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 plans, ELL, at-risk, above grade level, attendance issues, etc.)	
Student #1	
Student #2	
Student #3	

Targeted Feedback: Describe the targeted feedback provided for students #1-3 above.	
Student #1	
Student #2	
Student #3	

Instructional Materials: Supplies, Texts, Slide Shows, Technology, etc. and purpose	
Type	Purpose

Sequence of Instructional Strategies and Learning Tasks: (Add or delete rows 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 Procedures		
	7.	
	8.	
Closure		
	9.	

Enrichment Activities: For students who finish early...	
1	
2	
3	

Theory and Research Supporting Lesson Strategies: What educational theories are you applying in your lesson? Explain how it fits your lesson.	
1	
2	

3	
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Reflection: Complete this section after the lesson is taught...	
1	Describe the ways in which the lesson is designed to be student-centered.
2	How did you engage and motivate students throughout the lesson, individual and as small/large group?
3	How did you guide students to evaluate their own strengths and needs?
4	Explain how you know the objective(s) were met for this lesson?
5	In what ways did you demonstrate rapport with and respect for students?
6	Explain ways that you were able to build on student responses.
7	In what ways did you see student choice at work during the lesson? How authentic was learning for the students?
8	What, if any, changes did you make immediately prior to the lesson or during the lesson? Explain why you made those changes.
9	What surprised you?
10	What confused you?
11	What frustrated you?
12	How do your designed assessments from this lesson impact your planning for the next lesson?