MAT Art Lesson Plan Format

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| General Information | | |
| Name: | School: | |
| Supervisor: | | Cooperating teacher: |
| Is lesson plan for an observation? Y/N | | Is lesson plan for edTPA? 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: Formal & Informal (Assessment type and what is assesses) |
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| Academic Language: Identify and explain planned supports for… | |
| Language Function: |  |
| Vocabulary: |  |
| Syntax: |  |
| Discourse: |  |

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| Students’ Knowledge, Skills, and Assets |
| Students’ prior academic art learning to be built on in this lesson include: |
| Students’ personal perspective to create and/or respond to expressions of visual art in the lesson include: |
| Students’ knowledge of art in society, art history, and/or appreciation to be built on in this lesson include: |
| Potential preconceptions, common errors, misunderstandings of content, process, and/or products: |

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| Planned Supports and Differentiation |
| 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. |
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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, questions, management, etc.) | Student Actions: (learning tasks, peer-to-peer interactions, performance, etc.) |
| Anticipatory Set | | |
|  | 1. |  |
|  | 2. |  |
| Instruction/Guided Practice/Independent Practice/Specific Questions | | |
|  | 3. |  |
|  | 4. |  |
|  | 5. |  |
|  | 6. |  |
|  | 7. |  |
| Closure | | |
|  | 8. |  |

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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 the results from this lesson impact the next lesson? |
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Revised December 2019