

Arts Education Lesson Plan Template for GTN Project

Schoolnet Tab 1: Define Properties for this Lesson Plan

Title	
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Subject	
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Grade range	PK - <i>select appropriate grade(s)</i>	to	12 - <i>select appropriate grade(s)</i>
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Description of lesson plan	
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Duration	<i>Fill in number</i>	<i>Choose minutes, hours, days, or weeks</i>
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Author	
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Publisher	NC Department of Public Instruction
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Schoolnet Tab 2: Align Standards

- Select “Add or Edit Standards”

Subject <i>(select Arts Education or other appropriate area/s)</i>	Grade level <i>(select appropriate level; if you select any grade 9-12, all four proficiency levels will appear)</i>
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Drop-down menu will appear: Select appropriate strands, standards, and clarifying objectives for the grade or proficiency level and content areas

Ex: Beginning Dance

Creation and Performance

- *NCES.B.DA.CP.1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.*
 - *NCES.B.DA.CP.1.1: Generate abstracted movement to communicate ideas, experiences, feelings, or images.*

Research Process (Information and Technology Essential Standards)

HS.RP.1: Design project-based products that address global problems

Schoolnet Tab 3: Create Content

Select a format for your content, then fill in the corresponding form below:

Content Format

X District Template – use the recommended template by entering content in the fields below.

Note: the district template will be used for all GTN lesson plans – do not select file or URL

Content Template

You can create content for the various components of your instructional material.

Click any link below to create corresponding content:

- [Student Motivation](#)
- [Learning Targets/Criteria for Success](#)
- [Supplies](#)
- [Learning Tasks and Practice](#)
- [Technological Engagement](#)
- [Collecting/Documenting Evidence of Learning](#)
- [Teacher Reflection of Learning](#)
- [Student Self-Reflection and Action Steps](#)
- [Feedback/Instructional Adjustments](#)
- [Extended Learning Opportunities](#)

Student Motivation

Why would the student be interested in this lesson? What is the connection to the material? How does this lesson engage students?

Learning Targets/Criteria for Success

Learning Target(s)

- *Identify the essential part(s) of each standard or objective that students should be able to do as learning targets written in student friendly language. (“I can statements.”)*
- *Explain how the learning target(s) will be communicated to students.*
- *Identify misconceptions students might have.*

Criteria for Success

- *Identify the expected learning outcomes of the learning target written in student friendly language to indicate what students will do during the learning process to meet the learning target(s). (“I will” statements)*

- *Explain how the criteria for success will be communicated to students and how students will use this in order to monitor and support their learning.*

Learning Target(s)

Criteria for Success

Supplies

Materials used by both the teacher and student.

Learning Tasks and Practice

Includes in and out of class activities, as well as individual and group learning opportunities.

- *Academic Vocabulary*
- *Guiding Questions*
- *Learning Experiences- support student learning of the identified learning targets and criteria for success.*
- *Universal Design for Learning/ Differentiation*

Technological Engagement

Technology used by both the teacher and student, including active and passive uses.

Collecting/Documenting Evidence of Learning

- Name and describe formative assessment strategies aligned with the learning target(s) and criteria for success to **collect** evidence of student learning. Indicate how misconceptions will be addressed. (e.g., student presentations, individual whiteboards, clock appointments, questioning, numbered heads together, observation, etc.)
- Name and describe formative assessment strategies aligned with the learning target(s) and criteria for success to **document** evidence of student learning. (e.g., checklists, mental notes, symbolic indicators on seating charts or rosters, audio/video recordings, conference notes, etc.)
- Name and describe benchmark or summative assessments or activities that will follow instruction.

(Formative) Collecting

(Formative) Documenting

(Benchmark or Summative)

Student Self-Reflection and Action Steps

What opportunities are students given to reflect on their learning in relation to the set learning targets?

What steps are taken when students have not met instructional goals? For students who have met instructional goals?

- Describe strategies and opportunities for students to reflect on their learning and progress (e.g. learning journals, work samples, etc.) during instruction.
- Describe the immediate opportunities students will have to use the feedback. (e.g questions and probes used to elicit and extend student responses.)
- Identify how student misconceptions will be addressed when collecting and documenting evidence of learning.

Feedback/Instructional Adjustments

What opportunities for insight into feedback are evident in the lesson? How is the lesson adjusted based on the feedback?

- Indicate how descriptive feedback highlighting the criteria for success that is met or not met will be provided to students during instruction
- Describe the immediate opportunities students will have to use the feedback. (e.g questions and probes used to elicit and extend student responses.)
- Identify how student misconceptions will be addressed when collecting and documenting evidence of learning.

Extended/Remedial Learning Opportunities

Includes enrichment, remediation, or extension learning opportunities.

Teacher Reflection of Learning

A process that helps teachers think about what happened, why it happened, and what else could have been done to reach the goals during and after instruction.

- *Identify next steps and adjustments in planning and instruction based on the collection, documentation, and analysis of learning during instruction.*
- *Identify the misconceptions that became transparent during instruction and how they were addressed or could have been addressed.*
- *Explain how descriptive feedback was used to make adjustments during instruction.*
- *Indicate the strengths and challenges of the lesson. Describe any changes needed to enhance this lesson for future use.*

Schoolnet Tab 4: Link related materials

Find or create instructional resource(s) to link to the lesson plan:

Search in Public Materials Banks*	Search in My Materials	Create and Link New Materials
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***How to use Public Materials Banks**

Search for the desired resource(s) using the form below. Click the link icon next to any item you want to add to your material.

Keyword

Subject

Grade range

Sources (*You can choose from Schoolnet, OLE Sci/SS, SAS, More – Note: Department of Cultural Resources materials are under “More.”*)

Schoolnet Material Type (Assessment and/or Resource)

Then “Save”

Schoolnet Tab 5: Identify Organizers

Focus Areas: only identify if there is a strong and intentional focus with the identified area(s).

Instructional Resource Type

- | | | |
|---------------------------------------------------------|-----------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Course | <input type="checkbox"/> Images / Visuals | <input type="checkbox"/> Project Based Learning |
| <input type="checkbox"/> Demonstration / Simulation | <input type="checkbox"/> Interactive Resource | <input type="checkbox"/> Self-Assessment |
| <input type="checkbox"/> Educator / Curriculum Document | <input type="checkbox"/> Learning Task | <input type="checkbox"/> Text |
| <input type="checkbox"/> Formative Assessment | <input type="checkbox"/> Problem Set | <input type="checkbox"/> Worksheet |
| <input type="checkbox"/> Game | | |
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Focus Areas

- | | | |
|-------------------------------------------------|-------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> AIG | <input type="checkbox"/> Global Education | <input type="checkbox"/> Reluctant Learners |
| <input type="checkbox"/> Concept Based Planning | <input type="checkbox"/> ESL/LEP | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Exceptional Children | | |
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Revised Bloom's Taxonomy

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|--------------------------------------------|----------------------------------------|----------------------------------------|
| <input type="checkbox"/> I. Remembering | <input type="checkbox"/> III. Applying | <input type="checkbox"/> V. Evaluating |
| <input type="checkbox"/> II. Understanding | <input type="checkbox"/> IV. Analyzing | <input type="checkbox"/> VI. Creating |
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Save