


ADE Lesson Template

PART 1: SUPPORTING/PROJECT EXAMPLE DOCUMENTATION AND CHART

This document provides a structure for recording the making of the project example.

As you work faithfully record (in writing or in video) the following: The choices you are making, what you are doing with your hands, what you are thinking about while you are making, how you are sitting, how you are holding various tools, what challenges you experience, and more. This documentation process will help you refine the tools, materials, concepts and language for the lesson and will inform how you plan to teach the lesson. Based upon your documentation notes or video, complete the chart. Add additional space as needed.

Image: Paste a clear, color image of the supporting/project example.



This section will be narrative, long, and will guide your planning.

Physical Activity: In this part of the chart you are describing in detail how you are handling the materials. This should include how and why you are setting up your physical space and materials and what you are holding and also what you are making. For example, if you are working on a drawing, you may decide to turn the paper. Imagine working on a print. What kind of grip would you have on your plate? This section should also describe your posture. How are you sitting or standing?

This section will be narrative, long, and will guide your planning.

Mental Activity: In this part of the chart you are describing what you are thinking about as you are setting up and making. This is NOT a step-by-step of what you are doing or a recap of your process. Rather, you are noting the issues, thoughts, concerns, moments of hesitation and accomplishment that arise as you work. Did something unexpected happen? What did it make you think about? Did something surprising happen? What did it make you think about? Did you get stuck? Did you feel a sense of joy and exploration? What choices are you making and why?

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| Medium/Discipline: Drawing, painting, sculpture... | |
| Tools: Implement, utensil and devices. All nonperishable supplies. | |
| Materials: All perishable media, such as paints, pastels... | |
| Sequence: What is the order of your working method | |
| Skills & Techniques: <ul style="list-style-type: none"> • Skills: An ability that may be applied to the techniques in your studio core. Many skills, such as observation, are used in all art practices. • Techniques: The method with which an artist employs technical skills. | |
| Art Concepts: Big understandings, which may include ways of working, movements, essential characteristics of tools, materials or processes, etc. | |
| Environment and Equipment: The surroundings, furniture, or conditions necessary for this art practice. | |
| Meaning Making: In what ways does this project engage me— personally, intellectually, emotionally, politically, culturally, etc? How does it stimulate my thinking and invite me to express new ideas? | |
| Academic Language: Discipline specific vocabulary that is essential to the project. | |

PART 1 RESOURCES for Skills and Techniques, Art Concepts, Academic Language:

Elements and Principles:

<https://horacemannptschoolpages.com/Doc/Art/12.%20Elements%20of%20Art%20and%20Principles%20of%20Design.pdf>

Postmodern Principles:

Contemporary Art Terms: <https://kiasma.fi/en/glossary-of-contemporary-art-terms/>

Contemporary Art Terms: <https://www.tate.org.uk/art/art-terms>

Contemporary Art: https://www.getty.edu/education/teachers/building_lessons/formal_analysis.html

ADE Glossary of Terms https://docs.google.com/spreadsheets/d/1KsMA6n_SgHk29bWFp-5-dGWtB1WlZGaHHHPDYkf8y6I/edit#gid=0

PART 2: COMPONENTS OF INSTRUCTION

Once your chart is complete, use this template to describe the Goals and Materials of the project.

PART 2A: CONTEXT FOR LEARNING

| # OF STUDENTS | GRADE | CLASS (General Education, Inclusion, Self-Contained, etc.) |
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STUDENTS' ASSETS: Describe what you know about the group of students that you are teaching. What are students' personal cultural and community assets? What have experts in the field written about this age group's art making interests and process?

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PART 2B: GOALS AND MATERIALS FOR THE LESSON

LESSON DESCRIPTION: Briefly describe what students will do/make during the lesson. Include a description of what choices students will have to express their own ideas.

- *Example: Through _____ a _____ with _____ students will learn that _____ and will understand that _____ . Students' personal, cultural and community assets are recognized in this lesson through _____ .*
- *(Refer to learning in culturally responsive anti-ableist pedagogy in The Inclusive Classroom).*

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STUDENT CHOICE: Briefly describe how students will be supported to make individual choices. This may include tools and materials, visual resources...

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LEARNING OBJECTIVES:

| Skills and Techniques | Understandings (art concepts, studio habits of mind, artistic processes and practices, essential questions) |
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| Students will be able to: | Students will understand that: |

TOOLS and MATERIALS: What kinds of paper, what sizes, what kinds of brushes, what sizes, etc. will be needed? What, if any, tools and material adaptations/supports will be needed so that all students can experience success? Add more rows as necessary.

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STANDARDS AND BENCHMARKS: Refer to the [NYCDOE Blueprint for Teaching and Learning in the Visual Arts](#) and list the benchmarks that are addressed in this project.

| __ Grade: Art Making, Performance Indicators in ____ | __ Grade: Developing Art Literacy | __ Grade: Community and Cultural Resources |
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ESSENTIAL PRIOR KNOWLEDGE: What will students need to know coming into the lesson to benefit from the learning opportunities you have planned? How will you activate and build upon their prior knowledge?

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TROUBLESHOOTING: What problems and misunderstandings can you anticipate with this activity?

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You will learn about this in Inclusive Classroom. Until you take this class you need not complete this section.

DIFFERENTIATION: What are some ideas you have to differentiate instruction to guarantee access for a diverse range of learners?

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ACADEMIC LANGUAGE: List new vocabulary and define each term as you would for this group of pupils. Add rows as necessary.

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You will learn about this in Professional Practices. Until you take that course, you need not complete this section.

LANGUAGE SUPPORT MATERIALS: What materials will you provide to support language acquisition?

- *Example: Word Wall of new vocabulary, illustrations of new terms, etc.*

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You will learn about this in Inclusive Classroom. Until you take this class you need not complete this section.

MODIFICATIONS AND ASSISTIVE TECHNOLOGIES: What, if any, tools and material adaptations/supports will be needed so that all students can experience success? Add more rows as necessary.

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VISUAL RESOURCES: Which works of art by which artists? Paste in images of the artworks with their descriptions in each cell box.

- Who are the artists you are highlighting and how might your students connect to them and their work (consider mirrors, windows and sliding glass doors) ?
- How do the visual resources support the learning objectives—both skills and techniques, concepts AND meaning making?
- In what ways does your choice of artists give voice to underrepresented individuals, groups or communities?

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You will learn about assessment in Student Teaching 1

FORMATIVE ASSESSMENT: What formative assessment strategies will you use to gather evidence of pupil learning?

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SUMMATIVE ASSESSMENT: Attach the assessment instrument you will use to evaluate the effectiveness of your teaching.

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STUDIO ENVIRONMENT: Describe how you will set up the studio for this lesson so that a wide variety of learners can experience success.

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PART 3: IN THE STUDIO

This section of the plan asks you to describe what you will do and say, why, and in what order.

Write all the questions you will pose to your students in a different color type so you can see how you are using inquiry to promote learning. For questions intended to engage pupils in critical thinking, number your questions 1-3 to show the hierarchy of those questions that invite initial observations to those that invite meaning making.

Write all the possible student answers in another color so you can check the clarity of your question.

Write the new vocabulary words in ALL CAPS and describe how you will support students' language acquisition. This is an opportunity to incorporate what you learned in *The Inclusive Classroom*.

Consider the following questions as you write your plan:

- **Introduction:** How will I begin the lesson to engage the pupils? What will I show, do and say? What questions will I ask?
- **Demonstration/Modeling:** What will I demonstrate and how will I conduct the demonstration?
- **Instruction for Work Time:** What specific direct instructions will I give students before they set to work?
- **Materials Exploration:** How will I structure students' exploration and practice with the material(s)?
- **Closure/Reflection/Critique:** What will I ask, or what activity will I organize, so that learning is shared and reinforced?

| | ACTIVITY: What will happen and in what order? | JUSTIFICATION: Describe specific research and learning theories that guided your instructional choices. Explain how each is applicable to your lesson. Cite your sources. |
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| INTRO (__ min): | | |
| DEMO (__ min): | | |
| WORK TIME (__ min): | | |
| REFLECTION (__ min): | | |