

ADE SAS LESSON TEMPLATE

Saturday Art School II Lesson Planning Template		
LESSON TITLE:		
IMAGE OF THE SUPPORTING PROJECT EXAMPLE:		
LIST OF MATERIALS & TOOLS:		
LESSON DESCRIPTION STATEMENT	Through _____ a _____ with _____, pupils will learn that _____ and will understand that _____.	
PLANNING: COMPONENTS OF INSTRUCTION	LEARNING OBJECTIVES:	
	CHILD AND ADOLESCENT DEVELOPMENT/ARTISTIC DEVELOPMENT: What have the experts said about the age group of children you are teaching, their art-making interests, and processes?	
	PUPILS' ASSETS: Describe what you know about the age group of pupils you are teaching, their personal, cultural, and community assets.	
	PUPILS WILL BE ABLE TO: <i>Copy/paste from Pacing Calendar</i>	PUPILS WILL UNDERSTAND THAT: <i>Copy/paste from Pacing Calendar</i>
	ESSENTIAL MOMENTS IN THE PHYSICAL AND MENTAL ACTIVITY: <i>Which 3-5 process moments are crucial to emphasize for pupils to succeed in this lesson?</i>	VOCABULARY: <i>(1-3 lesson-specific words you introduce in this lesson)</i>
	VISUAL RESOURCES: <i>(lesson-specific works of art; pre-prepared visual resources, reference images)</i>	INCLUSION: What ideas do you have for differentiation (instruction) and/or modifications (ability supports) to ensure access for a diverse range of learners?
	STUDIO ENVIRONMENT/SET UP: How will you set up the studio for this lesson and distribute the materials so that all pupils can access them and experience success?	

INSTRUCTION: IN THE STUDIO INTRODUCTION • <i>What is your question for the day to pupils? (EX: What is a found object sculpture?)</i> • <i>What questions will you ask to engage pupils and help them to think deeply about the topic?</i> DEMONSTRATION • <i>Describe what you will do to demonstrate or model the work time activity.</i> • <i>What questions will you ask to engage pupils and invite them to participate in the demo process?</i> WORK TIME • <i>How will you transition from your demonstration to work time?</i> • <i>What questions will you ask to help pupils deepen their thinking about their process?</i> REFLECTION • <i>How will you provide all pupils with opportunities to reflect?</i> • <i>What questions will you ask to help pupils observe their own and each other's work and consider how they will use those observations to improve their practice?</i>	This section of the plan asks you to describe what you will do and say, why, and in what order. 1. Write all the questions you will pose to your pupils 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 from those that invite initial observations to those that invite meaning-making. 2. Write all possible pupil answers in a different color to check the clarity of your question. Introduction (10-15 min.) Transition Demonstration (10-15 min.) Transition Work Time (80 min.) Transition Reflection (15-20 min.)
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