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“Educational progress should not be assessed by the amount of information that a student can process. Educational success should be measured as the astute ability to creatively synthesize seemingly disparate ideas in order to solve global problems in a collaborative way, with the realization that our entire existence is co-dependent.” Global STEAM – St. John

Four Tier Lesson Plan Format

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The four-tier approach to quality lesson plans include:

- ❖ **Rigorous Art Standards** – Standards of the main subject area
- ❖ **Integrated Standards** – Standards of at least two other subject areas
- ❖ **Multi-Sensory Driven Stimuli** (Gardner)– differentiate the learning by considering the presentation of a variety of senses.
- ❖ **Presentation Differentiation (Gregorc)**- differentiate the learning by considering your presentation style and student preferences; this would include both a linear, sequential sequence to the presentation and a novel consideration to enhance student engagement.

Step by step instructions on how to write quality lesson plans.

You may prefer to write the rubric first and the objective after. This will keep your focus on what you want your students to learn.

Always design your lesson first with your Art Standards, then add your integrated Standards. Your Art Standards are your first goal. The integrated standards are in place to provide a network for stronger learning, a constant review and relevance for real-world applications and connections, but they remain a secondary focus for your instruction.

Title of Lesson

Name of Instructor

Grade Level

Allocated Time – Number of days and amount of time allotted for each class period.

PHOTO – Insert a large photo of the student or teacher made final project. This should be a high quality photo that has been cropped and adjusted to look professional. The photo should not take up the whole first page; be sure that your outcome statements and objectives are also on the first page.

Outcome Statement- *Consider the Meaning Making of this lesson. What is the Big Idea Outcome? What is the essence of this lesson that makes it life changing? What unpredictable problem will the students solve?*

Start with a statement of what the students will design or create then state

why this lesson important at this age level?

The students will create....By the end of this lesson, the student will be able to...? This lesson is important at this age level because...

The outcome statement is just 3-4 sentences that **succinctly** summarize the lesson. This statement also states the **rationale** for the lesson.

An example for this could be – *The students will create original clay sculptures, making sculptures of tooth fairies is important at the first-grade level because it records their personal history while utilizing different geometric shapes. This lesson is relevant to their changing bodies and improves knowledge of healthy dental hygiene habits.*

Another example could be – *The students will create artwork based on the topic of social justice. This lesson is important at the high school level because it provides the students the opportunity to reflect and create meaning out of current events. This lesson models research methods and ways to use that research as a therapeutic expression in their personal artwork as they design solutions to their artistic vision.*

There should be a statement that includes the integrated standards and concepts/ vocabulary.

Objectives – Use *powerful* verbs from Bloom’s taxonomy that will demonstrate that knowledge has taken place. **Bullet the objectives. Objectives should ALWAYS be more in number than criteria.**

- **What will the student learn by the end of the lesson? What problem will they solve?**
- **Start with create and then move to other Bloom’s descriptors.**
- **Analyze and apply the concepts and vocabulary of the lesson.**

Criteria-

- **What are the specific criteria of the lesson (would specific dimensions or specific application of media create deeper learning for the student)?**
- **Would restrictions of materials force stronger creative solutions?**

An example of objectives would be:

The Learner will:

1. *Create a portrait of facial features with accuracy.*
2. *Apply the mathematic proportions to the human face.*
3. *Use mark-making intentionally to best represent the model’s personality?*
4. *Understand and apply the vocabulary and concepts of the lesson.*

All 4 – 6 objectives need to be measurable and addressed on the rubric. At least one objective should reflect integrated standards.

An example of criteria would be:

The project will:

1. *Be at least 8" x 10"*
2. *Utilize at least 6 different values*

ALL OBJECTIVES/CRITERIA SHOULD BE MEASURABLE AND ASSESSED OR REFLECTED ON YOUR RUBRIC.

Visual Art Standards – Try to keep the number to 4 – 6 if possible. It is easy to lose focus when there are too many standards listed. Include the MOST important standards to your lesson.

Integrated Standards – ALWAYS keep the number of integrated standards to LESS than your Art Standards. You are an Art teacher and what you do for your students in a small amount of time is very valuable.

Universal Design for Learning and Presentation Diversification – Multi-Sensory Consideration –

- This section should list ways the ways that you are diversifying the lesson in response to a variety of stimuli or artifacts (3-5 different forms of stimuli). You may want to design this section by considering the human senses or the multiple intelligences (Gardner).
- Bullet the **intentional and varied stimuli** that you will provide your students. Think through the 5 senses and multiple intelligences.

Mind Style/Presentation Consideration -

- This section also addresses the presentation style of your lesson. You should provide enough linear structure for your sequential thinkers and enough novelty for your random thinkers (Gregorc).
- Bullet both the novel consideration and the concrete organization that you will provide for your students. You need to provide enough structure for the sequential learners and enough novelty or freedom of choice to keep the random learner engaged. Consider this diversification the **way in which you present** the lesson.

Anticipatory Set – How will you grab the students' attention in the first few minutes of class? What novel activity or stimuli can engage the students as they walk into the room or soon after? This is something more novel than reading a story and should be different than your AR consideration.

Materials/Tools – List all consumable supplies and art room tools.

Resources – List contacts, websites, books, visuals, YouTube sources, any resources that diversify and provide for deeper learning, and computer needs.

Concepts and Vocabulary – The new concepts and vocabulary that will be covered throughout the lesson should be in a **bulleted list** and should include some of the integrated subject area.

Procedures – List the outline for each day of the lesson. There may be times when you can include several days in the same description.

- Day One should include anticipatory set, review of previous learning, how you will establish the lesson objectives, criteria, content and the procedures of the lesson. Day One will most likely include a demonstration and criteria explanation of the assignment.
- Day Two should include a review and additional explanations. Teacher checks for understanding. Teacher provides corrective feedback for errors and reinforces correct practice. Students practice semi-independently. Teacher circulates, monitoring student practice. Teacher provides feedback through praise.
- Days Following – Students work independently on the given assignment with teacher and class critiques. This section should also include homework assignments or independent work.

Closure - This is a recap of what the objectives were through closure questions, role-playing, 3-second activity that focuses students on lesson priorities. **This should be a bulleted list of relevant questions, including some of the integrated standards.**

Accommodations - List any accommodations that you have provided for student disabilities or atypical behaviors.

Assessment –What is the evidence that students have achieved or met the objectives and criteria? **ALL OBJECTIVES SHOULD BE INCLUDED IN THE ASSESSMENT.** Is there a rubric that will aid in the assessment of the student performance?