

Arts Education Roundtable
Teaching Artist Learning Community
Lesson Plan Clinic Report
June 16, 2009

On June 16, the Arts Education Roundtable hosted its first Teaching Artist Learning Community workshop titled *Lesson Plan Clinic*. Twenty-five teaching artists gathered for an opportunity to share, network and learn.

Four master teaching artists, Elisha Wilson Beach, Steve Spataro, Elizabeth Karr and Leah Lawrence, presented sample lesson plans in dance, music, theatre and visual arts. After each lesson plan presentation, participants were asked to reflect on the presentation with the following questions:

- What did you notice that was successful in the lesson?
- What were some of the strategies the teaching artist used?
- What standards did you see present?
- What did you notice that is similar to your teaching method?
- How might you apply some elements of this lesson to your work?
- What ideas does this give you?

Following the lesson plan presentations, participants engaged in a discussion on components of a quality lesson plan with the guiding question, *“So thinking back over the 4 modeled lessons and the reflective conversations we have had, what are some of the elements of a successful lesson plan?”*

The following was charted:

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| ▪ Organization | ▪ Positive Reinforcement |
| ▪ Scaffolding | ▪ Flow between the lesson elements |
| ▪ Repetition | ▪ Accessible delivery |
| ▪ Assessing/Gauging student understanding throughout the lesson | ▪ Making connections to the student's world and other disciplines |
| ▪ Integrated – dynamic | ▪ Striking a balance of instruction and activity |
| ▪ Build lesson plan with every learning style in mind | ▪ Building a relationship with the teacher |
| ▪ Teaching Artist needs to have presence in the moment | ▪ Generate enthusiasm |
| ▪ Connecting to student's prior knowledge throughout the lesson through questions | ▪ Tools – Visuals Aids |
| ▪ Differentiate the learning | ▪ Collaboration with students |
| ▪ Modeling (Show then Name) | ▪ Artist focused and intone with students |
| ▪ Vocabulary | ▪ Strong knowledge of the field |
| | ▪ Opportunity for all to participate (safely) |
| | ▪ Clear outcomes |

Participants then broke into groups by artistic discipline. Some groups continued their conversations on lesson planning. Other groups worked with the master teaching artist to create a lesson plan. And in other groups, participants were given the opportunity to share previously written lesson plans with their group and receive feedback based on the previous group discussion and the following questions created by master teaching artist Leah Lawrence:

- Am I engaged in my lesson?
- Is my lesson offering students the opportunity to understand and use new concepts/vocabulary as they work?
- Does the lesson provide enough structure without taking away too much freedom of expression?
- Are my objectives and directions clear?
- How is the content of the lesson related to the students' lives?
- Where have connections been made to other subject areas?
- How many of the 5 VAPA Standards have I met?
- Is my lesson age-appropriate? Can this lesson be modified for special needs students?
- Is the lesson delivered in a way in which it is accessible to all types of learners?

Throughout the event, master teaching artists provided participants with sample lesson plans, lesson templates and assessment tools. The Arts Education Roundtable will host its next Teaching Artist Learning Community in the fall of 2009.