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| School: West Hazleton Elem/Middle School | Classroom Teacher: Terri Smith | Teaching Artist: Lindsay Barrett George |
| Grade Level: 4 th Grade | Project: Tell Me a Painting | |
| Number of classroom sessions for this project: 1 | | |
| Date: March 21, 2022 | Core content: ELA | |
| Core Content Learning Objective: -this lesson is all about effective communication -demonstrate an understanding of vocabulary words -effectively communicate observations & ideas about a painting by describing it and/or drawing it -to listen to information about a painting in order to create a drawing of it | Assessment: -completion of a drawing by students from listening to descriptive language in describing a painting -did students effectively describe a painting by using specific language as directional clues | |
| Arts Learning Objective: -to descriptively describe a painting using visual and directional words to the 'drawer' by the 'describer' -to interpret the descriptive visual directions given by the student looking at a painting - the 'describer' and creating a sketch from those directions – by the 'drawer' | Assessment: -the drawing created by the 'drawer' in this activity, presented at the Philadelphia Museum of Art, during a PAEP In-Person Professional Development Session | |
| Summary of the Lesson: -explanation of lesson/quick modelling of activity -review of materials for lesson -presentation of keynote -modelling of activity by teaching artist in the middle of keynote – to give students a sense of that they will be doing themselves -divide the class into pairs -'do' the lesson – in each pair of students - one is the describer and the other student is the drawer -we look at the drawings made by the 'drawers' – very amusing! -then the students 'switch' their roles - the 'describers' become the 'drawers' and the 'drawers' become the 'describers' -again – sharing of the sketches | | |



Co-Teaching Lesson Plan Template

ARTS LESSON STRUCTURE: Attention, Review, Teach, and Support

Attention: How will you prepare the students for the lesson?

Teacher

-Talked about the value of good listening

Artist

-describe the challenge – the activity
-talk about dividing the class into pairs - the lesson is really a game, of sorts – a listening game and a describing game
-all students love games
-we all love (fun) games
-quickly show/model the activity before the keynote presentation
-review materials needed for the lesson

Review: What will you review? What is the academic vocabulary for the lesson?

Teacher

Artist

-top
-bottom
-right
-left
-center
-portrait
-landscape
-foreground
-background

Teach: What will you do to teach the content?

Teacher

-discussed the importance of detailed instructions;
value of sequencing; importance of prepositions

Artist

-model the activity, review the directional words, 'do'
the activity once - for practice – then
-onto the activity...

Support: What will you assign the students to complete and how will you support their learning?

Teacher

Artist

-each student will have the chance to descriptively
describe a painting – and each student will have the
chance to draw a painting
-all students will need to effectively communicate
what they see ...
-and all students will need to creatively draw
what they hear

Closure: What will we do to reinforce learning and close the lesson for today?

-I look forward to the discussion (after the activity) about what worked well for each student in the first round of describing & listening...
-If the students could do this a few times during the year, I'm confident that each student would get better at describing a thing and listening to directions.
-practice does lead to 'better'

Date to PAEP for approval:



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