



ARTS LINK TEACHING ARTIST LESSON PLAN TEMPLATE
(TO BE COMPLETED BY THE TEACHING ARTIST- AT LEAST 1 PER GRADE LEVEL PER QUARTER.)
Revised 4/28/19

School: Drums Elementary		Classroom Teacher: David Gould		Teaching Artist: Conor McGuigan	
Grade Level: 5		Marking Period:		Project: Group Poetry	
Number of classroom sessions for this project: 4					
Date: 2/24/22		Core content: Math / Science / ELA (Circle all that pertain to the lesson)ELA			
Core Content Learning Objective: CC.1.5.PREK.D Using simple sentences, share stories, familiar experiences, and interests speaking clearly enough to be understood by most audiences. CC.1.2.5.E Explain how a series of chapters, scenes, or stanzas fit together to provide overall structure of a particular story, drama, or poem.			Assessment: Students will be assessed using a presentation rubric based on several speaking elements (voice projection, conversational speech, eye contact, etc). They will also be assessed on the actions/motions they incorporate to animate their poems.		
Arts Learning Objective: The students will learn how to assign roles in a group poem.			Assessment: I will hear each group's line breakdown of their group poem.		
Summary of the Lesson: I will assign poems to six different groups in the class. Each group will then go over their poem and decide who is delivering what line for the group of which will be performed in the last class of the project.					
ARTS LESSON STRUCTURE: Attention, Review, Teach and Support					
Attention: How will you prepare the students for the lesson?					
Teacher Students will receive direct instruction on the elements of poetry (stanzas, rhyme/meter, free verse, topic, mood/tone, figurative language, imagery/sensory language). Students will			Artist I will lead the students Simon says roller coaster style warm up.		

be exposed to many examples of poetry and will utilize an analysis format to identify and understand the elements of each poem.

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

Teacher

Students will read and analyze various examples of poetry. They will learn the following elements: (stanzas, rhyme/meter, free verse, topic, mood/tone, figurative language, imagery/sensory language).

Artist

The students will watch a PowerPoint explaining how Slam Poetry competitions work and it's origins. Vocabulary for the day Will be verse and free verse so the students can see the difference between the various poems I assign them.

Teach: What will you do to teach the content?

Teacher

Students will read various poems. The teacher will model the analysis process at first. Students will then analyze poetry in a group in order to support each other. Students will then analyze poetry independently.

Artist

Mr. Gould will have the classroom divided into six groups. I will give each group a different poem from various poets. They will then take time to discuss among themselves how they would like to break up the poem and who is saying what particular line. They will then meet with me on the screen to discuss their progress while Mr. Gould goes around the room and helps them, as well.



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

Teacher

Students will work in their group to memorize/familiarize themselves with their poem.

Artist

The students will be told to go over their lines during the week before the next time we meet.

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

I will quiz the students on The difference between verse and free verse.

Date To PAEP for approval:

Date to Art Teacher: