

SAMPLE LESSON PLAN TEMPLATE FOR VISUAL ART BASED ON CCSS CONCEPTUAL PRINCIPLES

PART I (“What” & “Why”)	PART II (“How”)	
<p>CONTEXTUAL FRAMEWORK</p> <p>Why: To enhance student understanding of narrative structure through genre art</p> <p>What do you want them to learn or understand? That paintings can communicate and be the inspiration for creating narrative.</p> <p>Can they transfer into contexts other than the arts? Yes, specifically ELA</p> <p>Is there a research element? Yes.</p> <p>What background knowledge do they need? Familiarity with literary narrative.</p> <p>What outcome do you want in your students? Deeper understanding of narrative</p>	<p style="text-align: center;">Common Core Cognitive Strategy (Arts Adapted):</p> <p style="padding-left: 20px;">Integrate and Evaluate Content Reason Abstractly Interact and Collaborate with Others</p> <p style="text-align: center;">Common Core State Anchor Standard (Arts Adapted)</p> <p>Text Types and Purposes, 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p style="padding-left: 40px;">Objective: For students to transfer their understanding of literary narrative into a visual art context and vice versa.</p>	<p style="text-align: center;">Activity</p> <p>Students will analyze the content of a genre painting.</p> <p>They will research online the painting’s provenance, its historical and social context, and the artist who created it.</p> <p>Students will create an original narrative inspired by, inferred from, and interpreted by them.</p> <p>What will be produced (output) : An original narrative.</p>
Work Session For Part II		
Students	Teacher	
<p>Students will analyze a selected genre painting. The will cite what they see, what they know, and what they think about what they see.</p> <p>Students will use online resources to explore the work’s provenance, the background of the artist, and the work’s historical/social context.</p> <p>Students will then create an original narrative that can be supported by the work’s visual content using relevant CCSS and ELA terminology.</p>	<p>Devise pre and post assessments of relevant vocabulary.</p> <p>Select the work that will serve as the catalyst for narrative development.</p> <p>Guide students according to CCSS ELA frameworks in the creation of the narrative.</p>	
Assessments		
<p>Pre and post assessments, student participation, individual assignments on narrative creation based on student choice of image.</p>		