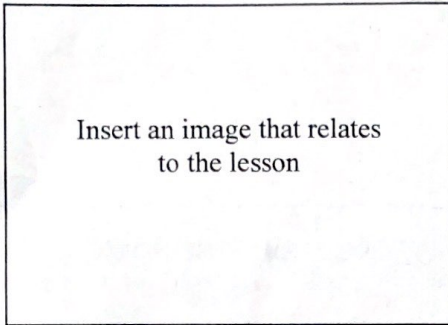


# Lesson Title

Level: Grade level and whether the lesson can be adapted for other ages



## LESSON DESCRIPTION

A brief statement of the overall project scope. What will be produced and learned by the end of the lesson?

## ESTIMATED TIME

In minutes and class sessions

## MATERIALS/EQUIPMENT NEEDED

For students:  
For teacher(s):

## ARTS INTEGRATION FOCUS OF LESSON

Drama  Native Cultural Arts  Dance/Movement  
 Visual Arts  Music  Media Arts  
Other: \_\_\_\_\_

## CORE CONTENT FOCUS

Reading  Writing  Oral Language  
 Math  Science  Social Studies

## ART CONCEPTS/SKILLS

What elements of the art form are incorporated in the lesson? What art-making skills and/or concepts?

## MULTIPLE INTELLIGENCE(S)

What intelligence(s) does this lesson address?  
 Linguistic  Logical/Mathematical  Spatial  
 Kinesthetic  Musical  Interpersonal  
 Intrapersonal  Naturalist

## TRADITIONAL/ CULTURAL KNOWLEDGE

If applicable, what traditional Native concepts are included in the lesson?

## GLOSSARY/VOCABULARY

Provide key terms for the lesson.

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**ALASKA FINE ARTS STANDARDS**

List the Art Standards that are fulfilled through completing the lesson.

(Refer to <http://www.eed.state.ak.us/ContentStandards/> for a link to a .pdf file of the Standards booklet)

**LINKS TO ALASKA CONTENT STANDARDS**

List the Alaska Content Standards that are fulfilled through completing the lesson.

(Refer to <http://www.eed.state.ak.us/ContentStandards/> for a link to a .pdf file of the Standards booklet)

**TEACHER PREPARATION BEFORE LESSON**

Explain what a teacher/teaching artist needs to do before the lesson, including preparing materials and the learning environment.

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**STUDENT PREREQUISITES**

Briefly state the prior skills or knowledge students need before this lesson.

**LESSON INTRODUCTION: THE HOOK**

How do you introduce this lesson to develop background knowledge?

What's the attention-getting hook?

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**THE BODY OF THE LESSON**

Provide step-by-step details about your lesson, written so that another teacher or teaching artist could follow this plan. State how your lesson will progress and what students will do to achieve the stated art standard(s) and content standard(s). (This is the longest section of the written lesson plan)



**EXTENSIONS AND ADAPTATIONS**

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**ASSESSMENT PLAN**

What strategies or tools can a teacher/teaching artist use to assess whether students have met the standards and learning expectations for this lesson?

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Briefly, answer some or all of these questions:  
What might a teacher/teaching artist do next after this lesson?  
What are some ways they might adapt this lesson for a different population or a different timeframe?  
How might this lesson and its outcomes link to other art forms/content areas?

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**RESOURCES**

List any related resources including websites, print materials and resources for actual lesson materials. Below are examples.

**(Optional) ARTIST INFORMATION**

If applicable, list relevant information about visual, performing, or cultural artists whose works are included as part of this lesson.

**CREDITS**

Lesson by Your name here