

Teaching Triad Backward Design Lesson Planning Template- 2024

This template includes two parts. Part 1 is the Collaborative Backward Design Lesson Planning Template. Part 2 is the Procedures Section which gives the step-by-step procedures of how the lesson will play out with specific student/teacher actions and timings.

Part 1: Backward Design Lesson Planning Template

Name of TC: Ally, Sam, and Ash Lesson: Gesture Drawings Date of lesson: 06/03/2024	Content Focus: Visual Arts Grade Level: 9-12 Proficient
Guiding Questions:	
<p>Lesson Overview: <i>Give a broad overview of the lesson including the core ideas you are teaching and the main instructional practices you are utilizing.</i></p> <p>Big Picture Connections: <i>How will the parts of this lesson connect to larger purpose, goals and inquiry?</i></p> <p>Essential Question: <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Exploration, Investigation, creating, sharing, art-making approaches, media. Expanding the idea and narrowed definitions of art.</p> <p>EQ: How do artists define art?</p>
<p>Content Standard(s)/#: <i>Fully stated standard(s); no more than 2 standards, bold or highlight what your lesson addresses explicitly, paste from standards document</i></p> <ul style="list-style-type: none"> Visual Arts: <p>Learning Targets: <i>What skills, knowledge, and understandings do you want students to know or be able to do as a result of the lesson? Using an expanded definition of art to confidently begin</i></p> <p>Student-Friendly Learning Target(s):</p>	<p>Anchor Standard 2: Organize and develop artistic ideas and work .</p> <p>Performance Standard (VA:Cr2.1.I) a. Engage in making a work of art or design without having a preconceived plan.</p> <p>Learning Target & Student-Friendly Learning Targets: I can make art without a plan by experimenting with new media, surfaces. I can redefine what art is to me by engaging in creating new artworks within varying time limits.</p>
Assessment Evidence	
<p>Pre-assessment: <i>How did you determine what prior knowledge students are bringing to the lesson? What pre-assessments strategies will you use?</i></p> <p>Assessment & Success Criteria: <i>What formative and/or summative assessments will you use to understand</i></p>	<p>How did you determine what prior knowledge students are bringing to the lesson? What pre-assessments strategies will you use? There is some prior knowledge being brought into the lesson that will be posted on poster paper. The idea is that there are some vocabulary words that have</p>

student learning in relation to stated objectives? What are your success criteria for gauging student understanding? What will you look for that shows students understand the key concept(s) and/or skills of your lesson? Be sure to show how your success criteria aligns with your learning targets.

Student Self-Assessment: *How will you provide students an opportunity to self-assess about the academic content and their participation? What do students know that they know? What do students know they need to continue to learn?*

already been worked into lessons and they built up to the understanding of “Gesture Drawing” that is being introduced in this lesson.

The pre-assessment we are doing to gauge knowledge is a classroom conversation about the vocab words on the prior knowledge poster with some call and response in order to make sure that students remember the material from previous lessons.

After the demo of the activity and a 30 sec practice for the students, there is a pre-self-assessment where students will be reflecting on their definitions of what art is.

What formative and/or summative assessments will you use to understand student learning in relation to stated objectives? What are your success criteria for gauging student understanding? What will you look for that shows students understand the key concept(s) and/or skills of your lesson? Be sure to show how your success criteria aligns with your learning targets.

- We will gauge initial understanding of this with a “thumbs down-thumbs up” visual check in to see if students understand the instructions after giving a demo and explaining the task.
- Formative check-in for understanding by walking around with a clipboard to assess student progress and understanding during the work time.
- We will measure comprehension of the term “art” (which is also directly tied to the EQ) with the pair-share, call-on, and the Exit Ticket.

How will you provide students an opportunity to self-assess about the academic content and their participation? What do students know that they know? What do students know they need to continue to learn?

- Students will have a pre-assessment at the beginning in the form of a self-assessment so they can explore their understanding of art
- At the end they circle back to this after having group conversation time and reflect on how their definition and view of art changed over the multiple activities

	<ul style="list-style-type: none"> - Students will fill out an exit ticket with one question about how their definition of art or working methods have shifted. <ul style="list-style-type: none"> - Reflect on your 3 words from pre-assessment and answer: - “What were your first 3 word reflections on your work, and what were your final 3 words? As artists, how do you now define art?” - How could we incorporate: “What do students know that they know? What do students know they need to continue to learn?”
Differentiation & Supports: <i>What are the student supports you’ll embed in this lesson to support students with diverse needs including students who are Multilingual Learners and students who receive Special Education services?</i>	<ul style="list-style-type: none"> - Visuals posted in central locations - Timer posted for clarity - Variations in material options based on need and preference <ul style="list-style-type: none"> - Self-selected
Additional Culturally Responsive Practices:	
Culturally Responsive Classroom Management: <i>How/when will you support the well-being of the learning community, establish/maintain clear & consistent expectations and manage materials (e.g. routines, protocol, building relationships, norms, positive feedback, managing transitions, navigating logical consequences)? What expectations will you <u>explicitly</u> set for students during each phase of the lesson? Also, anticipate what could go wrong as students engage in the lesson and what you might do to help them re-engage.</i>	<ul style="list-style-type: none"> - Greeting students by name - Clear communication of instructions and gauging understanding before releasing to the activity - Clear clean-up instructions for where material should go <ul style="list-style-type: none"> - Connect to communal studio responsibilities and class norms - Seating expectations at the door - Transition management with timers and call & response <ul style="list-style-type: none"> - And pre-set up stations <p>Anticipating things going “wrong”:</p> <ul style="list-style-type: none"> - Students being embarrassed about their art <ul style="list-style-type: none"> - Reinstating the benefits of exploration and managing expectations <ul style="list-style-type: none"> - “What we perceive as mistakes can be opportunities to learn and grow” - Sharing our own struggles and reflections about our own art
Identify 3-4 examples of academic language you will introduce in this lesson to support academic language development. How will you introduce, integrate this	<ul style="list-style-type: none"> - Line: Elements of design that connect two or more points.

<p>vocabulary in this lesson? How will you assess student comprehension of this academic language?</p>	<ul style="list-style-type: none"> - Medium: The material used to create a work of art. - Organic: Shapes or forms not of geometric shape, free-form, irregular, found in nature - Gesture (drawing): The drawing of lines quickly and loosely to show movement - Art: Leave purposefully undefined for student exploration <p>This will be introduced at the beginning of the lesson after the students sit according to their card and the co-teachers welcome the students to class.</p> <p>Intro: Teachers will refer to the posted “prior knowledge” poster” that will include the definitions that were explored in previous class. Teachers will address definitions and review the terms posted. Teachers will then connect these terms to the main activity for today.</p> <p>Demo: Integrating all of the definitions of these terms into the practice of creating a gesture drawing and then defining that term.</p> <p>Gauging and Assessing Understanding: <u>Gesture drawing:</u> We will gauge initial understanding of this with a “thumbs down-thumbs up” visual check in to see if students understand the instructions. Secondary check-in for understanding in walk-around with clipboard assessment of student progress and activity during the work time.</p> <p><u>Art:</u> We will measure comprehension of this term (which is also directly tied to the EQ) with the pair-share, call-on, and the Exit Ticket.</p>
<p>Integration of Multimedia: <i>What kinds of visuals, music, art and other forms will you include in this lesson in order to provide comprehensible input for ML learners? Provide 1-2 examples.</i></p>	<ul style="list-style-type: none"> - Posters with prior knowledge - Visual of timers on projector screen - Elmo (possibly) - Lo-fi study music through speaker
<p>Optional: Connections to Social-Emotional Learning Standards & Social Justice Standards: SEL Standards/Connections: Social Justice Standards/Connections:</p>	<p>SEL Standard: Benchmark 3A—Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.</p> <p>This standard connects to the other goals we have set for this lesson: “I can reflect on progress toward achieving goals and demonstrate the ability to make revisions as needed to address growth and build on strengths”</p>

<p>Materials & Resources: <i>What materials do you need for this lesson? [Note: Teacher candidates, attach to the lesson plan all teacher-created resources or curriculum pages (handouts, graphic organizers, exit tickets, etc.) that will be used in the lesson.]</i></p>	<ul style="list-style-type: none"> - Playing cards <ul style="list-style-type: none"> - Signs for each table & seat - Poster paper - Printer paper - 3x5 notecards - Charcoal paper - #2 pencils - Charcoal - Markers - Container/bin/bucket for materials - Dolls - Computer - Dongle - Elmo - Speaker
<p>Co-Teaching model: <i>Describe your plan to co-teach this lesson? What role will each person play?</i></p>	<p><i>*Sectioned co-teaching model, with braided overlap. All will head a section of the lesson but all will be actively supporting*</i></p> <p><u>Prep: All</u></p> <ul style="list-style-type: none"> - Set up 5 tables of 4 with midline facing front of the room for demo <ul style="list-style-type: none"> - Set up card based seating - <u>1 paper, 1 notecard, and 1 pencil</u> per seat <ul style="list-style-type: none"> - <u>Spare paper</u> in the center <ul style="list-style-type: none"> - Printer and charcoal paper differentiated - At each table grouping a bin/bucket for drawing materials <ul style="list-style-type: none"> - Each table gets an assortment of markers, pens, and charcoal <ul style="list-style-type: none"> - These will be stored separate up front but placed by a co-teacher post-30-sec drawing - Keep one of everything at the front for explanation and demo - Set up lofi playing on speaker <ul style="list-style-type: none"> - During entry time and during work time <p><u>Beginning: Ash</u></p> <p>a.Entry Task</p> <ul style="list-style-type: none"> - Co-teacher at door addressing and welcoming students and giving them each a playing card seating arrangement - “Welcome” announcement and intro from co-teachers

b. Post review question, "What is Art?"

- Post summary of "prior knowledge"
- "What is Art" on poster paper

c. Prior Assessment – 30 second sketch

- Explanation of materials and their use
 - Paper and pencil
- Demo
 - Brief explanation of activity and time constraint
 - Printer paper
 - #2 Pencil
 - Sketch based on other teacher
- Activity
 - Set up timer on projector for students to see
 - Printer paper
 - #2 Pencils
 - Dolls

d. Students will write down 3 words to describe how they feel about their work they just made in 30 sec.

- Remind students of the "What is Art" prior knowledge poster
- 3x5 notecard
- During writing session, co-teachers place buckets of materials on tables
- Transition to main activity with growth mindset affirmations

Middle (Main Learning Activity): Sam

- Reiterate instructions and mindset for the activity
 - Students choose a new medium and/or surface
 - Encourage students to explore

a. 1-minute sketch

- Engage in the 1 min sketch

b. 3-minute sketch

- Students choose a new medium and/or surface
- Engage in the 3 minute sketch

c. Designated clean-up time with specific time (explain that a co-teacher will raise their hand when the time is up and everyone else should raise their hands and be quiet once they see the cue)

- Clear clean-up instructions for where material should go
 - Connect to communal studio responsibilities and class norms

Wrap-up: Ally

a. Co-teacher does call-and-response to get class attention and gives reflection guide for what students should think about from the activity

- Stem sentences

Students will have 1 minutes of private think time to

- Look over their work
- Write 3 new words that describe how they feel about their work
- Students will pair-share their experiences for 1 minutes
 - Guided with instruction on equity and productive convo
 - Co-teaching will give a “swap” instruction/30-sec warning

b. Teacher will call on 3-4 students to share their experience with the class.

- Call based on random card call
 - “How did that feel?”
 - “Did you notice any changes in how you define art?”
 - “Tell me more” (if there is time)

c. Instruct on “exit ticket”

- Students will fill out an exit ticket with one question about how their definition of art or working methods have shifted.
 - Reflect on your 3 words from pre-assessment
 - “What were your first 3 word reflections on your work, and what were your final 3 words? As artists, how do you now define art?”
 - Exit ticket on 3x5 notecard

Part 2: Procedures including student/teacher actions, justification for actions, and timing of activities.

Include enough detail so that your faculty supervisor could teach the lesson in your absence. Attach or link all teaching materials if not clearly included in this template (e.g., slides, worksheets, activity directions, group tasks, warm up prompts, exit ticket questions, etc.)

Time	Teacher: What will the teacher do/say?	Student: What will the students do/say? (Anticipate their questions, conceptions, and how you might respond)	Give rationale for how this action supports student learning. You can reference parts of the Backward Design Lesson Plan above.
35Sec	<p>Launch:</p> <p>Hello, my beautiful creatives!</p> <p>Welcome back! Yesterday, we made this poster trying to answer the question "What is art?"</p> <p>This is what we came up with,</p> <p>Art is creative art is hard art is innate maybe shes born with it</p> <p>And while these are all fine, we hope that your definition will change by the end of this lesson because we are asking you to become artists and create multiple pieces of art without a plan, without looking.</p>	<p>I anticipate some confused looks/aybe some audible "huhs?" giving them a second or two to take it in</p>	<p>This supports student learning by reflecting back to previous knowledge, or what we already learned.</p> <p>Connects previous learning to new learning that is going to take place.</p>
15 sec	<p>To help explain what we are going, let's revisit our vocabulary. We know that;</p> <p>Line: is an element of design that connects two or more points.</p>	<p>I anticipate students having some sort of answer to the question, "What is gesture drawing?" I allotted around 30 seconds to gather some answers.</p> <p>I anticipate some questions regarding the vocabulary we "already learned." especially regarding "organic."</p>	

	<p>Medium: The material used to create a work of art</p> <p>, and Organic: refers to shapes and forms that are not geometric. They are free-form, irregular shapes that can be found in nature.</p> <p>We will use all three to create a series of gesture drawings.</p> <p>Does anyone know or want to guess what that means?</p> <p>**pause for 30 to get student input*</p>		
<p>(at ~1:30)</p> <p>1 min</p>	<p>Gesture drawings are drawings of lines that are quick and loose to show movement. Okay?</p> <p>This art practice is often done blindly, and that is what we asking you to do today. By not looking, you are drawing what you see, not what you know.</p> <p>Here are a few examples of gesture drawings that Ally, Sam, and I did</p>	<p>I expect some surprised looks, confused looks. There is some confusion about doing this blindly.</p> <p>Maybe questions about how, but I will redirect because I will show them how.</p> <p>I expect most questions about how to hold material, so I left time at the end to address any of those concerns.</p>	<p>Managing expectations. New vocabulary that connects to previous vocabulary.</p> <p>Explaining that this is doen blindly and teling the students this is what is being asked of them I think and hope will spark interest. I feel that they probably have not been asked to do this yet before, and the tasks understandably sounds ridiculous</p>

	<p>Remember, the key to happiness lies in managing your expectations. and the beauty of this practice is that there are no expectations. So have fun with it okay?</p> <p>.</p> <p>Ill do a brief demo but first ill introduce you to the materials available.</p> <p>Paper: One is thick one is thin; choose either or both.</p> <p>Pencils: Trusty number 2.</p> <p>Markers:</p> <p>And two different types of charcoal.</p> <p>This thinner piece is called VINE CHARCOAL: It is extremely soft charcoal made by burning sticks or vines, hence the name. It is easy to erase and very easy to break.</p> <p>Second, we have Compressed charcoal. This is powdered charcoal thats been held together with a binder and compressed into sticks.</p> <p>These are harder, sometimes</p>		
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	<p>impossible to erase, harder to break and will give a much greater intensity.</p> <p>I suggest at minimum trying out both types of charcoal, but its completely up to you.</p> <p>Since we understand this may be out of some comfort zones, we would like to take it further by asking that everyone hold their drawing tools like this *shows grip, co-teachers will walk around and help adjust as needed*</p> <p>We want to keep our grip loose and let your wrist do most of the work. Holding your MEDIUM this way allows for more MOVEMENT and ORGANIC LINE quality.</p>		
	<p>Im going to do a 10 second demonstration, and then well do 10 seconds as a class.</p>		
45 seconds	<p>The timer is set to 10 seconds.</p> <p>Ally has been kind enough to model for me.</p>	<p>I am hoping for some audible "ahhh's" and some comments regarding the work I made/how I did it/etc.</p>	<p>Shows that the objective CAN be done and is even being done in a shorter time frame than what is being asked.</p>

	<p>I have my paper and my charcoal. I'm loosey-goosey with no expectations. I am not looking at my paper, I am drawing what I see, not what I know.</p> <p>Okay, ready Set Go</p> <p>*10 seconds*</p> <p>There we have it.</p>		
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<p>1:15 seconds</p>	<p>So, let's do one together. This is your chance to release any expectations you have of yourself and after, Sam will lead us further into this practice.</p> <p>I'll pose for ten seconds without looking at your paper; draw what you see, not what you know.</p> <p>On your mark, get set, go.</p> <p>*10 seconds*</p> <p>Okay, great. How was that?! All right, share with your partner or group, and write down three words that come to mind about what you just made.</p>	<p>I expected some questions before beginning as a class, so I allotted time in the launch section to address them as they came up.</p>	<p>Reflects on what is being asked, and how the very quick demo and practice went, allowing time for questions and quick feedback of peers.</p>
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last minute	answer any related questions I anticipate questions about holding material	If this last minute was not taken up during the launch period, I expect students to have questions regarding material mostly and what is expected. reiterate that we are creating without expectations and a plan to have fun, enjoy, and laugh through the process.	
	Explore: Sam - “Okay, you’re all going to be making 2 more drawings like the ones you just did with Teacher Ashley, only with different time limits.”	Students will respond with a thumbs up or down to show whether they understand the next phase of the activity. Students will “flag down” an instructor	The reminder of artistic goals and analogy about animation and portraits will help the students manage their expectations of themselves, and refocus on the spontaneous nature of the activity, which is directly linked to our Performance Standard of making art without a plan. Co-teachers looking out for students who

	<p>“Remember, the kind of art you’ll be making is for practice and exploration through quick, gesture drawings. The goal is not to animate a feature film or paint a loved one’s portrait. Think of this like playing a scale for music, or a drill in sports. They’re opportunities to figure it out as you go.”</p> <p>At this time, please choose a new medium or new surface, or both for the next drawing. You’ll have 1 minute this time. Does everyone know what they should be doing? (thumbs up/down)</p> <p>“Okay, ready? Go.” (Signal timer start to co-teacher)</p> <p>(Walk around and make class-wide announcements as needed) (co-teachers can approach students who look too discouraged or lost to start)</p> <p>“Remember our studio expectation of keeping our talking to a level 2-3 out of 10. You can collaboratively learn and ask each other for help, but the noise level needs to be</p>		<p>seem too disheartened during draw time will help them as needed to keep them from falling behind.</p> <p>The clean-up routine references Studio Expectations (norms) Poster. This increases student responsibility and is a common practice/idea in college and professional group studio settings.</p>
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	<p>respectful.”</p> <p>“Time’s up, materials up. Okay, put that drawing aside, and choose a new medium or surface like you did before, only this time you’ll get three minutes.”</p> <p>“Okay, ready? Go.” (signal timer)</p> <p>- (As they begin)</p> <p>“Remember, you have three whole minutes for this one, so it can be more involved than the last two, or you could even switch up your drawing material at some-point.”</p> <p>(Walk around and make class-wide announcements as needed) (co-teachers can approach students who look too discouraged or lost to start)</p> <p>“30 seconds left. Times up, materials up.”</p> <p>“Okay, stack your completed drawings to the side, and let’s do our regular shared-studio cleanup routine before Teacher Ally does artist reflections. Stack the papers</p>		
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	in the middle of the table, then put the buckets on top, then put all the other materials in the buckets.”		
	<p>Discuss: Ally :)</p> <p>Co-teacher does hand raise to get class attention</p> <p>“Thank you class! Great job getting cleaned up. That is exactly what we hope to see in studio settings demonstrating those studio norms from Mr. Sam.”</p> <p>“The next thing we are going to do is reflect on the work we have done today. We started class by reviewing some terms that we have on our poster here. <i>Point to poster with prior knowledge.</i> Can anyone raise their hand and remind me about something we reviewed today?”</p> <p>“Thank you, ____! [That’s right] or [That is a great thought]. Then summarize knowledge. “We reviewed the terms ‘line’, ‘medium’, and ‘organic’, so we could apply that knowledge to our new skill - Gesture Drawing.”</p>	<p>When asked: Can anyone raise their hand and remind me about something we reviewed today?”</p> <p>Students have the chance to raise hand and respond to the question</p> <ul style="list-style-type: none"> - If they do not raise hand, first start by asking again but if no one volunteers, go to card pulling <p>Students will have 1 minutes of private think time to look over their work & write 3 new words that describe how they feel about their work</p> <ul style="list-style-type: none"> - If students have questions or concerns during this time the co-teachers will be walking around to help <p>Students will pair-share their experiences for 1 minute</p> <ul style="list-style-type: none"> - If they are not on task they will be guided by the co-teachers walking around - The script also helps keep them on track because it’s an extremely structured pair-share 	<p>This helps slowly build up to student independent reflection of the larger concept.</p> <ul style="list-style-type: none"> - First they are able to quietly reflect on the activity itself - Then with a partner being open to hearing how other peoples’ experiences are the same or different than theirs in a safe, structured way - Using all of those reflections and learnings as an opportunity to reflect on the larger EQ and Learning Goals <p>This supports learning by relating back to our EQ: How do artists define art?</p> <ul style="list-style-type: none"> - Comprehension of the term “art” measures understanding of the EQ <p>The conversations and reflections as well as group call-ons acts as formative assessments</p> <ul style="list-style-type: none"> - they are not getting graded on these, it is so we know where to go next in our learning and to make sure everyone is following <p>It also ties to SEL Benchmark 3A—Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.</p> <ul style="list-style-type: none"> - “I can reflect on progress toward achieving goals and demonstrate the ability to make revisions as needed to address growth and build on strengths” - This whole activity is about learning to redefine set definitions in your head about what makes and defines “art”

	<p>Co-teachers walk around during private think time so students can ask for help privately if they need</p> <p>“Now we are all going to have a quick private thinking time, about ½ a minute, to look over the work you have done in our 3 activities today. Then you will write 3 new words that describe how you feel about your work. I will give you a “wrap-up” warning and raise my hand again to show you when your time is up. Remember that there are no wrong answers and even things we perceive as mistakes can be opportunities to learn and grow.”</p> <p>Co-Teacher raises hand for attention</p> <p>“Thanks for coming back together, class.”</p> <p>Students will pair-share their experiences for ~1 minute Co-teacher will give a “swap” instruction/30-sec warning</p> <p>“Now we are going to do a structured sharing with your elbow partner. You are each going to have 30 seconds to share your 3 words with your</p>	<p>Overall, utilize co-teachers in this section to catch students who may be confused so we can maintain clarity</p>	<p>- Also being able to adapt to multiple styles of reflection and hearing other points of view to adapt learning and perceptions accordingly</p>
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Use your own “at a glance” lesson plan when you teach (e.g. a notecard or shorter version of the above procedures). This simply serves as a reminder of what you are doing and where you are in the lesson.

Launch, explore, discuss, assess

Prior Knowledge Posters for Reference during Lesson:

STUDIO

EXPECTATIONS

"Mistakes" really are "Happy Accidents" 

- Respect everyone's work
- Everyone is "Resource Monitor"
- Working noise level "2-3 out of 10"
- Shared-Studio Clean-up
 - Stack papers in center
 - Place bucket on papers
 - Put materials in bucket

ART VOCAB

LINE: ELEMENT OF DESIGN THAT CONNECTS TWO OR MORE POINTS.

MEDIUM: THE MATERIAL USED TO CREATE A WORK OF ART.
(MEDIA)

ORGANIC: SHAPES OR FORMS NOT OF GEOMETRIC SHAPE, FREE-FORM, IRREGULAR, FOUND IN NATURE.

GESTURE: THE DRAWING OF LINES QUICKLY & LOOSELY TO SHOW MOVEMENT
(DRAWING)

WHAT IS ART?

CREATIVE
INNATE ABILITY
Painting
DRAWING
HARD

"MAYBE SHE'S BORN WITH IT?"

How Do ARTISTS DEFINE ART?