

artists *as* educators

The Kennedy Center Seminar  
*Anatomy of a Lesson:  
Designing Instruction*

**NOTE TO  
PROSPECTIVE  
SEMINAR  
SPONSORS**

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## INTRODUCTION

We're delighted that you are considering hosting the Kennedy Center's Seminar, *Anatomy of a Lesson: Designing Instruction*.

To ensure this Seminar will meet your needs, the Kennedy Center has created this "*Note to Prospective Sponsors*" outlining key Seminar concepts. **After reviewing the information on the following pages, if you decide to host the *Lesson Design Seminar*, please review the Agreement and complete the online Seminar request form.**

### SEMINAR SEQUENCE

This Seminar builds on the content provided in two other Kennedy Center Seminars. Two Seminars are recommended as prerequisites:

1) *Laying a Foundation: Defining Arts Integration*

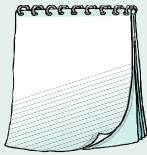
This seminar is helpful in establishing a shared understanding among the teaching artists about the definition and practice of arts integration.

2) *Planning Effective Residencies for Students*

This seminar introduces a planning model for designing the scope and sequence for residencies. The Seminar results in the creation of a big picture "Residency Plan" which is an important foundation for the Seminar, *Anatomy of a Lesson: Designing Instruction*.

## LESSON TEMPLATE

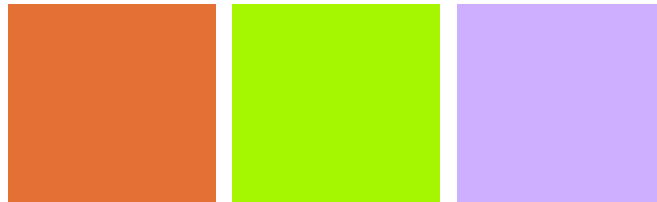
### NOTE TO PROSPECTIVE SEMINAR SPONSORS



The Seminar introduces a **LESSON TEMPLATE**. This template is used as a planning tool for designing lessons.

If your organization has a lesson template, it is important that you review the template provided on the following pages for its alignment with your organization's philosophy about lesson planning.

# WORKSHEET



# LESSON TEMPLATE

## OVERVIEW OF LESSON TEMPLATE

There are five sections (A–E) in the Lesson Template.

**NOTE TO PROSPECTIVE SEMINAR SPONSORS**



The **LESSON TEMPLATE** reflects the lesson's three major components: **Introduction, Learning Activity, and Closure.**

The discussion of each section is built on current best practice for lesson design.

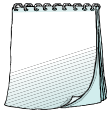
**A. FOUNDATION**  
(page 4)

**B. LESSON TIMING**  
(page 5)

**C. INTRODUCTION**  
(page 6)

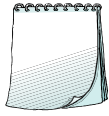
**D. LEARNING ACTIVITY**  
(page 7)

**E. CLOSURE**  
(page 8)



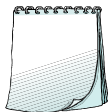
**Section A: Foundation, draws on the teaching artists' prior knowledge about Standards and Objectives gained from the prior Kennedy Center Seminar, Planning Effective Residencies.**

<b>A. FOUNDATION</b>	
<b>Teaching Artist:</b>	
<b>Grade Level:</b>	
<b>Standards</b>	
<u>Art Form:</u>	<u>Other Curriculum:</u>
<b>Objectives</b>	
<u>Art form:</u>	<u>Other Curriculum:</u>
Students will KNOW:	Students will KNOW:
Students will BE ABLE TO:	Students will BE ABLE TO:
Students will APPRECIATE:	Students will APPRECIATE:
<b>Materials Required</b>	
<b>Room Set-up Required</b>	



***In Section B of the Lesson Template, participants consider the timing for each lesson component.***

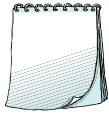
<b>B. LESSON TIMING</b>	
<b>INTRODUCTION</b>	<b>TIME:</b>
<b>LEARNING ACTIVITY</b>	<b>TIME:</b>
<b>CLOSURE</b>	<b>TIME:</b>
	<b>TOTAL:</b>



***Next, participants examine the three components of an effective lesson: Introduction, Learning Activity, and Closure. Then, they explore each component in-depth, beginning with the Introduction.***

## C. INTRODUCTION

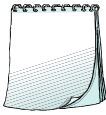
**Min:**



***In this part of the Seminar, participants examine the components of an effective Introduction, read example introductions, are guided by an “Introduction Checklist,” and draft their own introduction. They also see how four perspectives on lesson design (Robert Gagne, Madeline Hunter, Constructivists’ 5E lesson design and Wiggins and McTighe) relate to the lesson’s introduction.***

- State Purpose  
*The purpose of our lesson is for you to learn about/ review ...*
- Preview Lesson  
*Today we will... (describe what students will do/create)*
- Review Prior Learning  
*Remember from our last lesson... You already know...*
- Communicate Expectations  
*Remember our rules about... I expect that you will...*



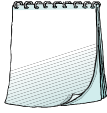


**After exploring the Introduction, participants examine defining the steps of a Learning Activity. They consider a variety of Step Options including: provide input, demonstrate, give directions, distribute materials, assess, and give feedback.**

**Guided by a Step Checklist, participants identify the steps of one of their Learning Activities in this part of the Template. This process helps participants clarify the sequence of instruction and consider to what extent a Learning Activity is artist-centered or student-centered. They also consider how the four perspectives on lesson design (Gagne, Hunter, Constructivists, Wiggins and McTighe) relate to a lesson’s learning activity.**

D. LEARNING ACTIVITY		
TITLE:		
Step #1:	Min:	
Step #2:	Min:	
Step #3:	Min:	
Step #4:	Min:	
Step #5:	Min:	
Step #6:	Min:	
Step #7:	Min:	
Step #8:	Min:	
Step #9:	Min:	
Step #10:	Min:	
Step #11:	Min:	
Step #12:	Min:	
Step #13:	Min:	
Step #14:	Min:	
Step #15:	Min:	
Step #16:	Min:	
Step #17:	Min:	
Step #18:	Min:	
Step #19:	Min:	
Step #20:	Min:	

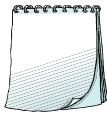
**Shade the steps that students will do. Leave un-shaded the steps you will do.**



**Finally, participants explore the lesson's closure.**

## E. CLOSURE

**Min:**



***In this part of the Seminar, participants examine the components of an effective lesson Closure.***

***They focus on Reflection as a critical component that consolidates experience into learning. They examine components of effective Reflection, a variety of formats for student response, criteria for effective Reflection questions, and question starters.***

***They read examples of lesson Closures and use a Closure Checklist to guide the development of their lesson's Closure.***

***They also consider how the four perspectives on lesson design (Gagne, Hunter, Constructivists, Wiggins and McTighe) relate to a lesson's Closure.***

***They draft their lesson's Closure in this part of the Template.***

- Review Purpose  
*Today we learned about...*
- Restate Main Ideas  
*The main ideas to remember from our work today are...*
- Invite Reflection  
*(See question starters in Tab 6)*
- Recognize Challenges and Accomplishments  
*Today we found [x] challenging... We accomplished...*
- Connect to Future Learning  
*Next time we will... Before our next lesson, remember to...*

## FREQUENTLY ASKED QUESTIONS

**1. How long is the Seminar?**

The Seminar is one full day, from 9 a.m. to 5 p.m.

**2. How many participants can attend the Seminar?**

The Seminar is designed for up to 30 teaching artists.

**3. Can a participant attend the Seminar for only part of the day?**

Participation in the full day is required.

**4. Is it necessary that the participants have taken the prior Seminars?**

The Kennedy Center strongly encourages that teaching artists have taken the two previous Seminars (Arts Integration and Residency Planning). Please speak with a Kennedy Center representative if you are interested in bypassing this prerequisite.

**5. How much does the Seminar cost?**

Please contact a Kennedy Center representative for current pricing.

**6. By the end of the Seminar, what will the participants have completed?**

The Seminar provides the opportunity for teaching artists to examine a lesson template and begin the work on a drafting their own lesson plan. The Seminar does not provide the time for a teaching artist to complete a lesson plan. The Kennedy Center and past Sponsors have found that to be successful, participants need follow-up assistance in completing and revising their lesson plans. More information about these Next Steps is included in the “Guide for Sponsors” that you will receive once you have contracted for the Seminar.

**7. Who will lead the Seminar?**

The Seminar is led by one of the Kennedy Center’s national teaching artists. A list of Seminar leaders will be provided to the Sponsor. Sponsors may request a particular Seminar Leader.

## AGREEMENT

If, after reading the information and discussing it with a Seminar Leader or Kennedy Center staff, you would like to host this Seminar, please confirm that you have read and understand the following by checking the appropriate box on the online Seminar Request Form.

### Lesson Template

- I have examined the Lesson Template and understand that this Seminar uses this Template as a planning tool for designing classroom instruction. It is consistent with my organizations beliefs about lesson design.

### Prerequisites

- I understand that the Seminar *Anatomy of a Lesson: Designing Instruction* builds on the concepts taught in two Kennedy Center Seminars, ***Laying a Foundation: Defining Arts Integration*** and ***Mapping the Journey: Planning Effective Residencies for Students*** and that participation in these Kennedy Center seminars is strongly recommended.

### Requirements for Sponsor Follow-up

- After the Seminar, I understand that the Sponsors provide feedback and guidance to the teaching artists as they continue to develop their Lesson Plans. I am committed to offering this feedback and guidance.
- I recognize that if individuals, other than the Sponsors, will provide this follow-up, they are required to observe all Seminar sessions.