

lesson plan guide



with feeling

EMOTIONAL INTELLIGENCE THROUGH THE ARTS

Unit: Unit title here, as well as the guiding question Lesson: The lesson title goes here Grade Level: The suggested grade level for this lesson



Yearlong Objectives

■ Objectives stay the same lesson-to-lesson within each unit.

Essential Questions

■ Questions to consider throughout the lesson.

Lesson Objectives

■ Objectives change lesson-to-lesson.

National Arts Standards

■ From the **National Core Arts Standards**



Materials needed

A list of materials needed. Consumables provided with the curriculum will feature direct links.



Time needed

An estimate of how long this lesson will take, if followed exactly. Lessons can all be adjusted to fit specific spaces – activities might be extended or cut short, based on what works best for the group.



Vocabulary for this lesson

Content vocabulary introduced in each lesson will be included here. Vocabulary is defined in the [glossary](#).

Social-Emotional:

Visual Arts:

Theatre:



Warm-Up Phase (15 minutes)

Circle: We like to start classes with a circle. This will provide a grade-appropriate prompt for a class circle, if you choose to open your class that way as well.

Team-building game: Team-building games provide an opportunity for the class to work as an ensemble, and get into the spirit of working and playing together. We will provide scaffolded games in this space, that you may use or substitute for your own.



I Do/ We Do (20 minutes)

Explicitly Teach

- This will include explicit teaching points around emotional literacy and an art form (either theatre or visual arts).
- Throughout the lesson plan, options for scripted language are included.

Keep in Mind

- This will include reminders (safety, time, taking care of materials, etc.) that you may or may not want to remember to include while teaching your lesson



You Do (55 minutes)

The project, step-by-step

- A bullet-point guide to the project for the day.
- You may choose to teach this in whatever way makes the most sense for your unique class. We always introduce the project as a collaborative activity (we do) during the explicitly teach portion. You might choose to do a slide show, go over talking points, or conduct the activity as a guided project (everyone working together).

Extensions: Will list possible extensions for early finishers.

Closure: We like to close with a circle, a think-pair-share, or a popcorn discussion.

Optional Writing Prompt: Sometime it's helpful to close by having students write and reflect about what they have just done in a journal. This will provide a prompt if you choose to do that.



Big Picture

This explains how this project will connect to the entire five-lesson unit.