**FRIENDS & STARS, INC.**



A Caring Community Supporting the Arts for Individuals with Different Abilities

**LESSON PLANS**

WORKSHOP for Family Central Provider Staff

**ACTIVITY:** Learning Styles and Standards / Integrating Visual Arts

**ROOM ARRANGEMENT:** Tables/chairs in U-shape formation.

**EDUCATIONAL GOALS:** To define arts-integration, describe the principals of arts-based learning and demonstrate a model lesson using visual arts.

**LEARNING OUTCOMES** (AKA Learning Objectives): The participant will:

**1.** Identify different learning styles (Howard Gardner’s Eight Intelligences) and cognitive domains applied to facilitating youth and senior learning activities.

**2.** Apply Florida’s Sunshine State Standards and Bloom’s Taxonomy in arts for learning formats.

**3.** Observe and discuss the essential elements of designing an arts-based learning program curriculum.

**4.** Explain and give examples of teaching strategies and learning outcomes in terms of knowledge, attitude, behaviors.

**5.** Participate in a hands-on model lesson using elements of visual arts.

**METHOD: Didactic Presentation (power point), Demonstration, Printed Training Materials, Discussion, Simulation, Hands-on Arts Activity and Assignments, question/answer**

**1.** Conduct a creative warm up activity focused as a simulation for use with clientele.

**2.** Learning Theory And Practice: distribute training materials and introduce Gardner’s theory of multiple intelligences, Bloom’s taxonomy, and state standards of education

**3.** Introduce Components of a Curriculum Overview: discuss elements of theme/curriculum development as foundation for lesson planning.

**4.** Introduce Components of a Lesson Plan: Identify and give examples learning outcomes of the lesson plan.

**5.** Simulate a visual arts lesson plan, detailing each component through hands on arts activity, assess each component through question/answer process.

**6.** Give homework assignment: each participant drafting a thematic curriculum overview and selects two learning strategies to achieve one learning outcome:

1) academic learning, 2) cultural enrichment or 3) social skills development.

**INDICATORS OF PROGRESS:** Participants will have identified their styles of learning according to Gardner, correlated specific education benchmarks for an art activity, listed 2 learning outcomes/objectives (using Bloom’s taxonomy) for the art activity, and described the rationale for developing a curriculum overview and lesson plans.

**ASSESSMENT METHODS:** Instructor will observe and document the participants’ class performance and their understanding in identifying essentials of arts-integrated learning. A pre/post survey will be used to measure knowledge and skill gained at the conclusion of the training program.