

ARTIST LESSON PLAN FORM

Teaching Artist: Jea Street
School: Zoom
Classroom Teacher: NA

Date/Session #: 6/18/2020
Book: Clifford The Big Red Dog
Author: Norman Bridwell

Curriculum Standard for the Residency:

P-MATH 1: Child knows number names and the count sequence.

Arts Standard for the Residency:

Know and use basic elements and principles of music and movement.

Teacher's Professional Development Arts Skill for the Residency:

Explore the use of instruments found in the classroom

Today's Arts Focus:

Maintain a steady beat.

Children's Objective(s) for Today:

Maintain a steady beat. Count backwards from 10

Curriculum Content Vocabulary: Counting

Arts Vocabulary: Beat

Children's Prior Knowledge: Children have experienced counting before

Procedure:

❖ **Introduction:**

Good Morning

Lyrics: "Good morning! Good morning!"

"Such a lovely day!"

"It was so nice to see you."

"Now it's time to play!"

Children will move to the beat in their own way at different tempos.

Counting Backwards with Pete The Cat

Teacher Role: NA

❖ **Main Experience: Counting With Clifford**

Teaching artists will start by reading the book Clifford The Big Red Dog. Afterwards, artist will perform the song Clifford The Big Red Dog. Once the song has been performed, the students will pretend to walk through the city with Clifford and give him treats at every stop. At the end of the walk we will add up how many treats Clifford ate. Each time the children go walking they will sing the hook to the Clifford song:

Clifford, Clifford is a big red dog.

He gets in trouble because he's so tall.

But I still love him even when he's wrong.

It's ok to be different. Let's sing along!

Teacher Role: NA

❖ **Closing:**

Goodbye Song

Lyrics: "Goodbye! Goodbye!"

"Such a lovely day!"

"It was so nice to see you."

"I wish that I could stay."

Students will sing and dance to the goodbye song the same way they did the good morning song.

Teacher Role:NA.

Teacher and Teaching Artist's Intentional Questions to Assess and Further Learning:
(not all areas below need to be addressed for each lesson)

Open-Ended (i.e. children contributing possibilities, thoughts):

Demonstration (i.e. "show me..."):

- Can you count to 10?

Application of Learning (i.e. making connections to real world experience):

Problem Solving/Critical Thinking (i.e. prediction):

Factual Questions:

- What number is this?

Teaching Artist Reflection

Describe the teacher's progress toward acquiring the targeted arts skill:

Describe children's progress toward attaining, applying the skills/concepts:

Did the children have the opportunity to practice using curriculum/arts vocabulary? Yes__ No__

Teacher's thoughts about the lesson:

Modifications/Challenges:

Possible extension experiences for the classroom and/or for parents to enhance learning: