

## Arts Integrated Project Planner

School [enter name]

Project Title [enter title of Lesson/Unit/Project]

Grade [enter level(s)]

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**Overall Goal of the Project:**

**Why Did you Choose this Project:**

**Objective(s):**

[Measurable – often begins ‘Students will...’]

- First objective
- Second objective
- Third objective

**Arts Standards (GLCEs, HSCEs)**

MI K-12 Arts Grade Level Expectations

[http://www.michigan.gov/documents/mde/Complete\\_VPAA\\_Expectations\\_June\\_2011\\_357783\\_7.pdf](http://www.michigan.gov/documents/mde/Complete_VPAA_Expectations_June_2011_357783_7.pdf)

[Limit to 3-4 and paraphrase]

- 1.
- 2.
- 3.
- 4.

## Content Area Standards (GLCEs, HSCEs)

MI Science and Social Studies Content Standards

[http://www.michigan.gov/mde/0,4615,7-140-28753\\_33232---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_33232---,00.html)

Common Core State Standards for ELA and Mathematics

<http://www.corestandards.org/the-standards>

[Limit to 3-4 and paraphrase]

- 1.
- 2.
- 3.
- 4.

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## Instructional Outline

### 1) Set Up

- a) Diagnosing [How will you know what the students already know, what they want to know?]
- b) Classroom Management [Are there strategies, procedures you need to identify/explain to students?]
- c) Accommodations [Are there students with special needs you need to know about and prepare for?]
- d) Prep Work/Materials [Will students need instruction about materials, will you need to set up/acquire materials?]

### 2) Beginning

- a) Introduction [How will the lesson/unit/project be introduced, framed? How will you hook students?]
- b) Warm Up/Ice Breaker [Identify the relationship building activities]

### 3) Middle

- a) Main Activity [Describe the procedure in sequence]
- b) Reflection [Engages students to MAKE emotional connection, connection to their life]

### 4) End

- a) Follow-up assignment/Homework [If applicable is written, described for student]
- b) Closure [Marks the end of the Main Activity/moral of the story]

5) After

- a) Follow up assignment [If applicable, is turned in/possibly shared/celebrated/published for parents/others]
- b) Assessment Task [How will students show what they learned?]
- c) Document [How will you document this lesson/project? Refer to the example with photos for minimum documentation]
- d) For experienced Arts Integrators – What is your research question? [How will you use assignments, assessments, documentation to answer your question?]