# Pre-AP Visual Arts Instructional Planning Guide

This planning guide is designed to help you create a roadmap of the key instructional activities and assessments you will use to design your course in alignment with the Pre-AP Arts framework and instructional principles. Please view this document as a template you can adapt and refine as you implement the Pre-AP modules and assessments in concert with your own resources. You are encouraged to customize it by incorporating your own resources that further support student learning based on your individual students’ needs, and your school, district, and state requirements.

**Using and Customizing the Instructional Planning Guide:**

* This template includes space for two of the three modules of the Pre-AP course. You can customize the *Date(s)* column with single dates, date ranges, weeks, or other time measurements that make sense for your setting.
* Some useful planning documents include your teacher resources and standards crosswalk (where available). Detailed planning information is captured in the course map and module overviews found in your teacher resources.
* This template has room to include the Pre-AP performance assessments, as well as any Pre-AP model lessons and additional materials you plan to use.
* Consider using this tool to plan collaboratively with your peers.
* When planning additional lessons, consider how they support the Pre-AP Arts framework, areas of focus, and shared principles. These three elements represent the key ingredients of aligning to Pre-AP.
* Take time to capture your reflections as you move through the course.

## Course Implementation Models

The Pre-AP instructional modules have been designed with an emphasis on flexibility. They can be taught consecutively, or you can thread your own units and lessons in between the five-week modules or the learning cycles, depending on your instructional preferences and your rehearsal and performance schedules. When teaching your own units, we encourage you to infuse the Pre-AP shared principles and areas of focus throughout the remaining weeks of the course.

A few options for instructional sequencing are illustrated below:

Full Year Course Models Semester Course Models

## Module:

| **Planned Date(s)** | **Actual Date(s)** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Anchor Works, Prompts, Formative Assessments, Performance Assessments* | **Essential Knowledge** | **State Standards** | **Reflections on Areas of Focus & Shared Principles** |
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|  |  | **Performance Assessment**Part 1:Part 2:  |  |  |  |

[add or remove rows as needed]

### **Refle**c**tions**

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Module:

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[add or remove rows as needed]

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