

Sample First Day Lesson Plan

Learning Outcomes:

By the end of class on the first day:

1. Students and teacher will know each other's names.
2. Students and teacher will know each other's expectations for the course and identify any mismatches.
3. Students will describe the composition of various images.

Before class:

- Arrange seats three per table.
- Write the following on the board: Class Name, Section Number, Your Name, and
- Agenda
 1. Welcome!
 2. How do you look at art?
 3. Questionnaires
 4. Icebreaker
 5. Goals for course + syllabus
 6. Homework

As students enter the room, greet them, clarify that they are in the right place, and chat about some of the topics on the first day questionnaire.

Lesson Plan:

Time	Activity	Notes	Materials Needed
12-12:05 (5 min.)	Welcome	Short welcome and introduction.	
12-05-12:10 (5 min.)	Names/Roll	Take roll. Have anyone who is not on the list and doesn't have proof of enrollment leave to see an advisor. Make sure all students make name tents with the name they want to be addressed by.	8.5 x 11 paper Sharpie pens
12:10-12:20 (10 min.)	Finding out what students already know: How do you look at art?	Directions: I am going to give each table a stack of six paintings. You have ten minutes to put them "in order" on the crit. board. There is no one right way to do this. "In order" can be according to whatever aspect of the paintings is most salient to you, e.g., I went to someone's house once and noticed that her extensive book collection was not shelved by themes, but by the color of the book spine. Questions?	
12:20-12:30 (10 min)	Students work in groups	Put students in groups of 3. Distribute paintings & pins.	7 stacks of 6 painting prints push pins

12:30-1:00 (30 min)	Debrief Activity	Have each group explain how they ordered the paintings. Talk about how this all relates to the course after the break.	
1:00-1:15 (15 min)	First Day Questionnaires	Students fill out questionnaires individually. Students write name, phone number and e-mail on a contact list to share with the class.	First Day Questionnaire
1:15-1:25	Break (10)	Make copies of the contact list during break.	
1:25-2:00 (35 min)	Icebreaker (Goals)	Icebreaker: You all wrote your goals for this class on the questionnaire. Now, I want to hear them. Please say your name, major and goals for the class. At the end, we will see if we can remember everyone's names. That is a goal for the day.	
2:00-2:25 (25 min)	Syllabus/Goals	Lecture: <ul style="list-style-type: none"> • Overall goals for the class. Relate these to things the students have brought up in the previous activities. • Main assignments and rationale for them. Relate this to the earlier diagnostic activity. • If your goals and the goals of the course don't seem to fit, please contact me this week by e-mail! 	Syllabi
2:25-2:50 (25 min)	Group work	A few more important points—at your table groups, find the answers to the following questions on the board: <ul style="list-style-type: none"> • What is the attendance policy? • What percentage of your final grade is the final project worth? • Where can you get help with your writing for the two written assignments? • What homework is due next week? Review answers as a class.	
2:50-3 (10 min)	Homework	Explain homework/address questions.	
	If you have more time...	Have students review the names of their classmates until everyone knows all of them	



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