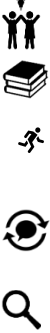


# AFGF Enrichment (Grades 3-6): Fundamentals of Instruction

(40 min per day)

<p><b>Purpose</b></p>	<p>Students build the stamina and skills needed to effectively execute the material in a performance setting. Students deepen their metacognitive understanding of the work and improve quality of execution during increasingly complex rehearsal and performance tasks. They use rigorous, discipline-based vocabulary to analyze and critique their own and others' work.</p>		
<p><b>Must Haves</b></p>		<p><b>INVESTMENT:</b> Teacher passion for the subject area and specific content is clear.</p> <p><b>RIGOR of CONTENT / TASK:</b> The content of the day requires higher order thinking, is physically demanding, and pushes scholars to build upon existing skills and knowledge. Criteria for success is made clear.</p> <p><b>ACTIVE LEARNING:</b> SCHOLARS SPEND AT LEAST 30 MINUTES DOING/PRACTICING. Structures include individual practice, partner or small-group practice and/or collaboration, and full-group rehearsal. Teacher circulates and pushes scholars to high level using rapid feedback.</p> <p><b>FEEDBACK:</b> There are clearly established and consistently maintained standards for peer, self, and teacher-driven critiques of student work.</p> <p><b>FOCUS/HIGH BEHAVIOR EXPECTATIONS:</b> Lesson execution models strong MVP, positive narration, and 100%.</p>	
<p><b>Room Set-Up</b></p>	<p><b>Visual Anchors:</b></p> <ul style="list-style-type: none"> <li>- Unit-specific content aids</li> <li>- 4 C's Poster</li> <li>- CFS posters for routines &amp; performance tasks</li> </ul>	<p><b>Materials</b></p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unit Plan</li> <li><input type="checkbox"/> Weekly map</li> <li><input type="checkbox"/> Assessment chart /rubric</li> </ul>
<p><b>Why</b></p>	<p><b>Time</b></p>	<p><b>What Happens</b></p>	<p><b>Markers of Excellence</b></p>
<p><b>Entrance Routine/Materials Set-Up</b></p>	<p>&lt; 2 min*</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Entrance Routine:</b> Scholars enter, gather materials, and move immediately to warm-up positions. *Band and Visual Art 2-3 minutes for material set-up.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> T makes personal connections with scholars upon entrance.</li> <li><input type="checkbox"/> T scans and uses least invasive during entrance.</li> <li><input type="checkbox"/> Ss enter silently with visible enthusiasm/warmth and urgency.</li> </ul>
<p><b>Warm-Up:</b> Prepare scholars mentally and physically for the main work of the day.</p>	<p>&lt; 5 min</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Cue:</b> Physically or vocally prompt scholars to start routinized warm-up.</li> <li><input type="checkbox"/> <b>Teacher-Led:</b> Teacher calls out instructions and models actions.</li> <li><input type="checkbox"/> <b>Student-Led:</b> Scholar leads warm-up routine, following structure with minimal teacher-interjection.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> T uses minimal cueing to prompt set-up and warm-up.</li> <li><input type="checkbox"/> Very clear routine that shows off previously learned skills.</li> <li><input type="checkbox"/> <b>Teacher-Led:</b> T models and cues with energy and commitment. Provides batch feedback seamlessly.</li> <li><input type="checkbox"/> <b>Student-Led:</b> T circulates and provides individual feedback - makes physical adjustments when applicable.</li> <li><input type="checkbox"/> Ss focused and doing warm-up at a high-level</li> </ul>
<p><b>Launch:</b> Activate interest, prior knowledge, and frame learning.</p>	<p>&lt; 3 min</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Frame:</b> Frame the day's learning and prompt students to reflect on prior day's learning. Provide clear aim and agenda for day's work</li> <li><input type="checkbox"/> <b>Exemplar:</b> Present exemplar</li> <li><input type="checkbox"/> <b>CFS:</b> Teacher unpacks or generates with students a bank of 3-5 criteria they should incorporate in their practice.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> T builds excitement, purpose, and urgency in &lt; 30s.</li> <li><input type="checkbox"/> T activates student thinking through rapid questioning or What, How, and Why of the work.</li> <li><input type="checkbox"/> T effectively decides when to model the skill again/just name it, ask back-pocket questions, and allow Ss to grapple with the concept</li> <li><input type="checkbox"/> Ss share their thinking and capture the strongest ideas.</li> </ul>
<p><b>Guided Practice:</b> Engage scholars in the skill/content with support.</p>	<p>8 min</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Full group work:</b> Full group works on key skill or piece in unison.</li> </ul> <p>*Full group practice may continue when necessary.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ss jump to work.</li> <li><input type="checkbox"/> T models and calls out instructions</li> <li><input type="checkbox"/> T gives seamless batch feedback.</li> <li><input type="checkbox"/> T uses least invasive to maintain 100%.</li> </ul>
<p><b>Independent Practice:</b> Students incorporate the modeled skill into their own practice..</p>	<p>18 min</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Set-up:</b> Quick review of goal, structure, and expectations for IP.</li> <li><input type="checkbox"/> <b>Independent Practice:</b> Independent work, partner work, or small group work.</li> <li><input type="checkbox"/> <b>Purposeful circulation</b> to gather data and provide feedback.</li> <li><input type="checkbox"/> <b>Mid-Workshop Interruption/ Critique &amp; Analysis:</b> T or Ss reflect on the CFS.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Precise directions for top quality work and output.</li> <li><input type="checkbox"/> T purposefully circulates to coach and gather data to:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively push scholars to individual mastery</li> <li><input type="checkbox"/> Determine the topic for Mid-Workshop interruption</li> </ul> </li> <li><input type="checkbox"/> T maintains control of room while circulating/conferring.</li> <li><input type="checkbox"/> T conferring is responsive to student data and aim (rapid feedback, short conferences, or longer conferences).</li> <li><input type="checkbox"/> T strategically leads Ss to reflect on practice by prompting peer-to-peer critique protocols, cold-calling a few key students to share, asking Ss to identify and critique CFS.</li> </ul>
<p><b>Reflection:</b> Prompt scholars to reflect on the process and outcome of their practice.</p>	<p>1 min</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Reflection:</b> 1 Ss synthesizes learning of the day and reflects on area of strength and growth for the class.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ss responses include the language of the key points</li> <li><input type="checkbox"/> Ss reflection includes habits, ownership of progress, and charge for class's commitment to work the next day.</li> </ul>

<b>Clean-Up &amp; Exit Routine</b>	< 3	<input type="checkbox"/> <b>Clean-up:</b> Ss return materials and reset space according to assigned jobs. <input type="checkbox"/> <b>Exit Routine</b>	<input type="checkbox"/> Ss follow tight routine with minimal prompting.
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