

Youth City!

The text 'Youth City!' is rendered in a large, bold, black sans-serif font. Each letter of the word 'Youth' contains a stylized, high-contrast portrait of a young person. The portraits are integrated into the letters as follows: 'Y' (a young man with red hair), 'o' (a young woman with long blonde hair), 'u' (a young man with a blue and white patterned cap), 't' (a young woman with green hair), 'h' (a young man with dark hair), 'C' (a young man with a blue and white patterned cap), 'i' (a young woman with green hair), 't' (a young man with dark hair), and 'y!' (a young man with dark hair). The portraits are rendered in a high-contrast, almost stencil-like style with vibrant colors.

Art & Creativity

Rocking the Band



Created by: Kevin

- *Class created: 4/18/17*
- Why am I teaching this class?
- What is the point/end goal for this class?
- How effective was this class? (After the fact)

[The one defining question]

- *What will the kids be learning or doing that makes this class so great?*
- Each class should pose a question to the kids, a goal or answer for them to achieve.
- This could be what the kids will be doing, what you'll have them discover, or what they will glean from your awesomeness ("Your answer must be posed as a question" -Jeopardy)

Week1:

Week2:

Week3:

Week4:

Week5:

Week6:

Utah Core Standard Connection

What core standards can you connect with?
Really, what practical skills and experiences will they receive through your class?

<http://www.uen.org/core/>

Grant Outcomes

Academic Success

What academic ideas make your class viable and fundable?

https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Lit_Review_Non-CognitiveSkills.pdf

Non-Cognitive Success

What character skills will the kids receive that will provide funding for your class.

Class Structure

(Enter an overview of the class structure here...see Week#1 as an example)

Week #1:

- Who is George Seurat?
- Explore art supplies
- Create your name or favorite phrase using Pointillism

Week #2:

-

Week #3:

-

Week #4:

-

Week #5:

-

Week #6: Finish-up all projects

Weekly Learning Goals

Week #1:

- What is it you will be experiencing/learning

Week #2:

-

Week #3:

-

Week #4:

-

Week #5:

-

Week #6:

Review

Document

Week #1: Vocabulary

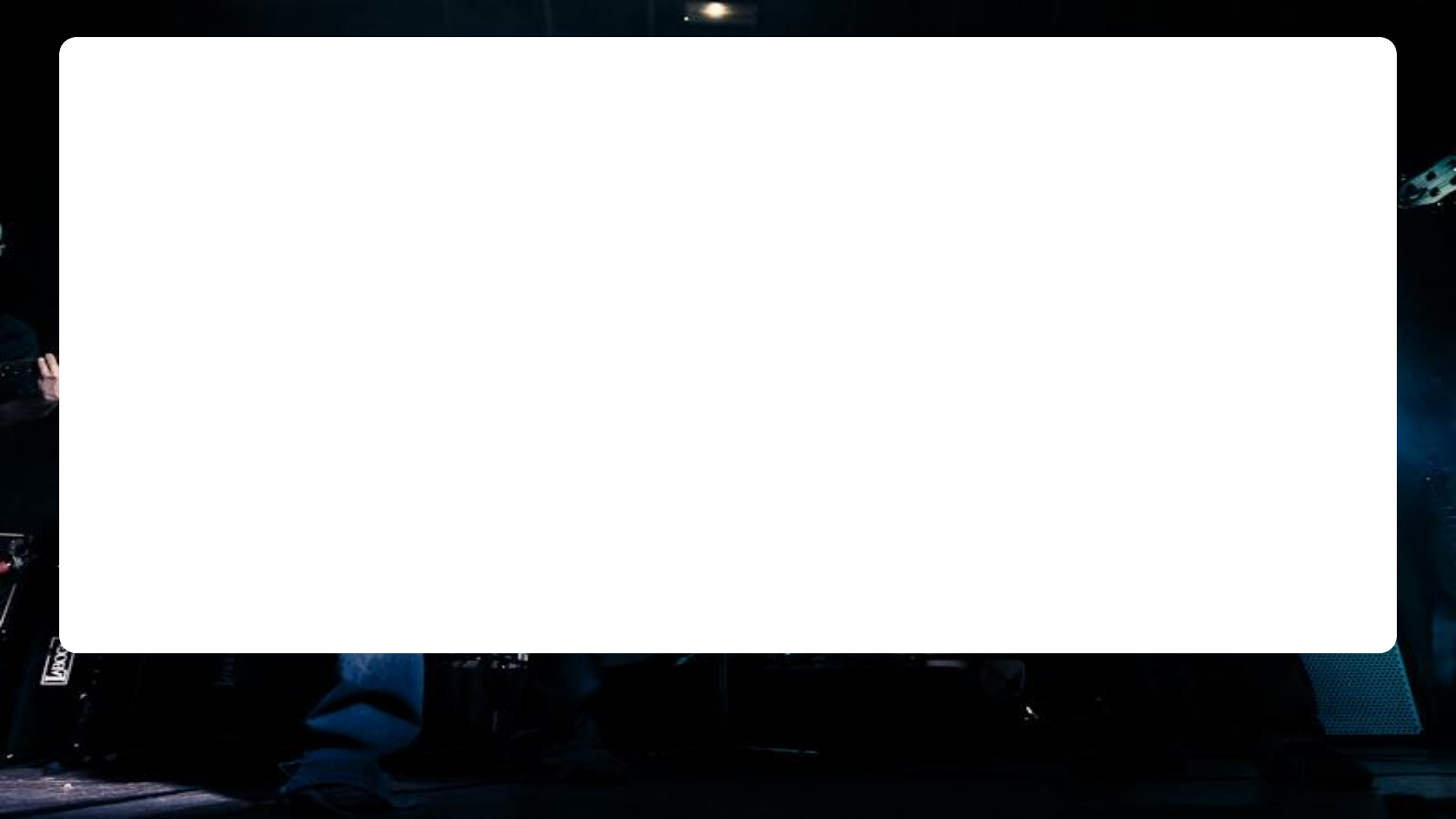
Terms unique to the week or class that would be beneficial for the kids to learn.

Term 1

Term 2



Week #1: The Fundamentals



Week #1: *(Enter title of project for Week #1 here. Duplicate this slide for each class or week.*

Adjust the Class Structure slide accordingly)

(Add photo or video clip here)

(enter definitions here)



<http://metalmethod.com/how-to-start-a-band>

<https://www.thebalance.com/how-to-be-an-opening-band-2460394>

<https://www.thebalance.com/musician-s-guide-to-artist-management-2460373>

<https://www.thebalance.com/how-to-be-an-opening-band-2460394>

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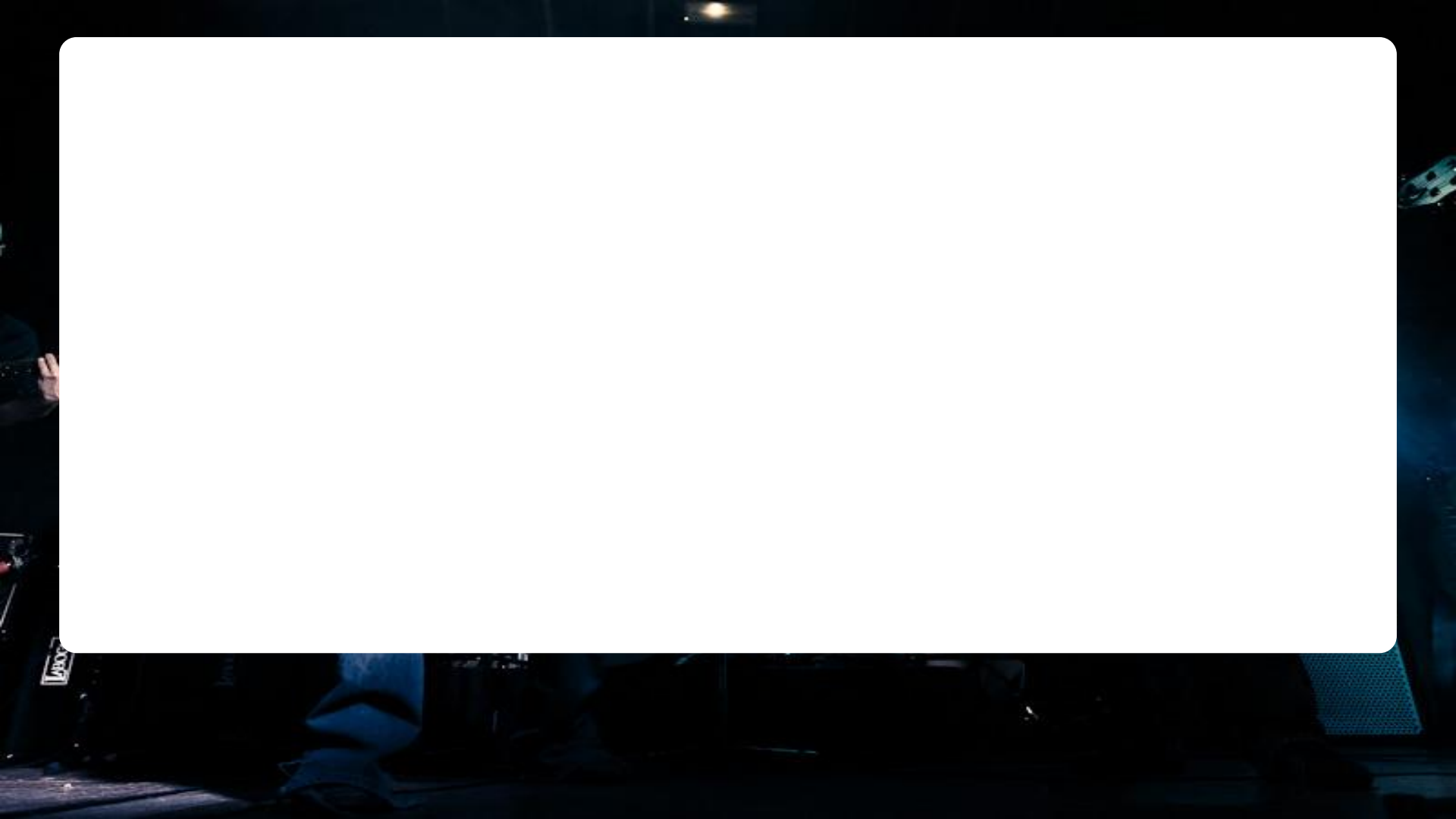
(enter definitions here)

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Adjust the Class Structure slide accordingly)

(Add photo or video clip here)

(enter definitions here)



(Add photo here)

(add text here)

(Use this slide to add content to build background knowledge...use this space to add an open ended question that will help generate conversation regarding the content for this class period)

*(add a question or
statement here that
supports your video clip)*

(Enter Video Clip Here)

(Enter Video Clip Here)

*(add a question or
statement here that
supports your video
clip)*

(Enter Video Clip Here)

Challenge

Challenge 1

Optional difficulty,
advancement or
continuation of class
idea for kids who are
succeeding

Challenge 2

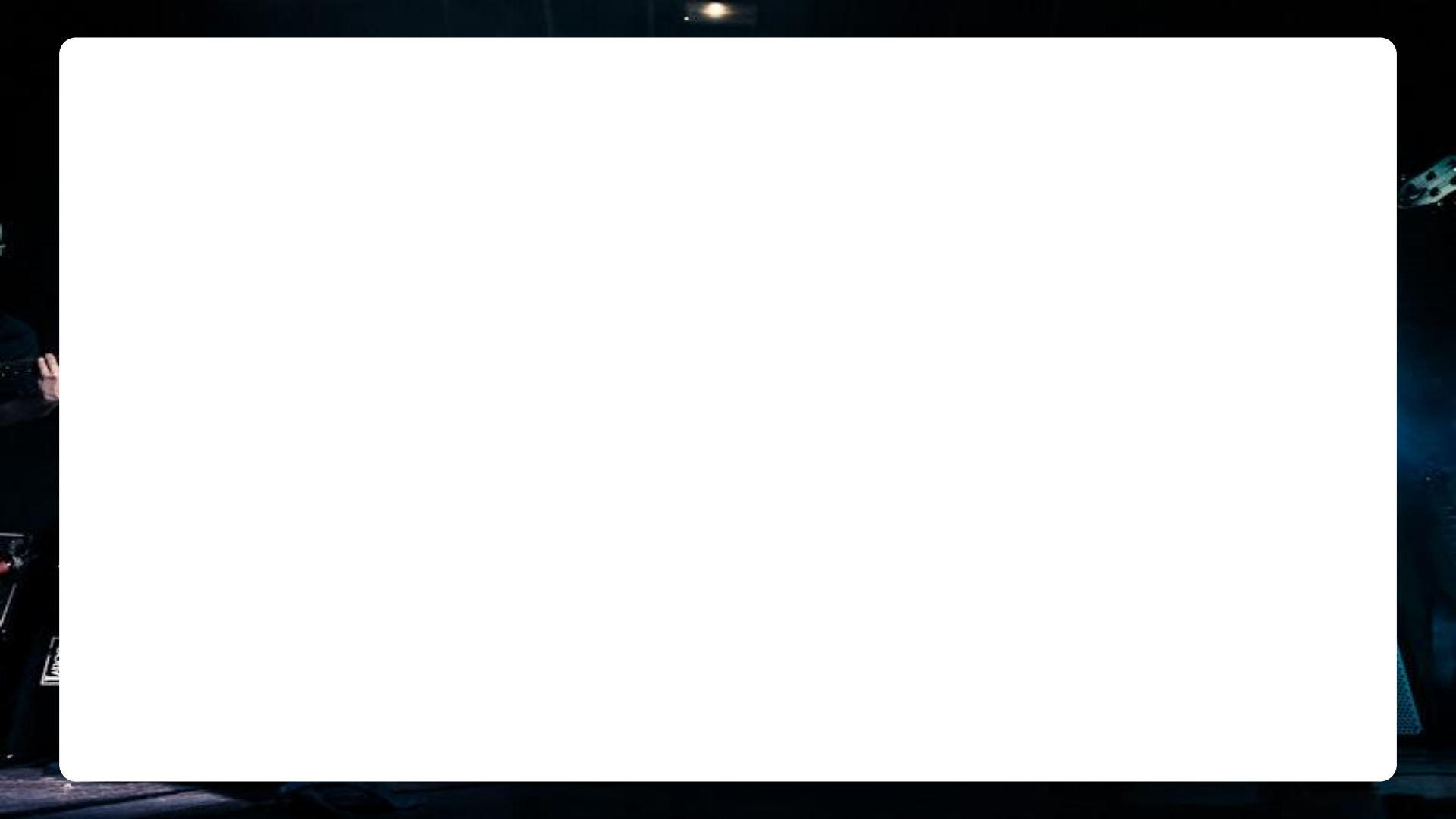
(add photos of class supplies and materials here)

(Enter Class name here) Tools

*(Enter photo/videos of student work here.
Duplicate this slide as needed)*

(Enter photo/videos of student work here)

SOL Videos/Activities



Materials & Supplies

- *Please list all needed supplies here with locations, quantities needed, and any tips or directions to make obtaining these supplies easier. (Like if they need to be cut, or modified.)*
- Please also note how many kids this will service (like a recipe) that way the materials can be modified per attendance.

Pro Tips by Liz Rich

- *(Enter your pro teaching tips here...see examples below)*
- Show video clips at the beginning of each class period
- Take video and photos of the kiddos throughout the class and add it to the presentation.
- Give kiddos a SMALL piece of paper so they can finish the project. As the class continues, gradually increase the size of paper.
-

Local Connections

Where in the city/valley could you go visit, or connect with to enhance the class?

Global Connections

What cultures and societies does your class hit upon? Global thinking is the way of the future.

Career Connections

Audio Engineer

Musician

Stage Manager

What Power of One ideals does your class connect with? And why is it important to your class?

Diplomacy: the profession, activity, or skill of managing international relations, typically by a country's representatives abroad.

Stewardship: the job of supervising or taking care of something, such as an organization or property.

Curiosity: a strong desire to know or learn something.

Compassion: sympathetic pity and concern for the sufferings or misfortunes of others.

Resilience: the capacity to recover quickly from difficulties; toughness.

Justice: just behavior or treatment.

Creativity: the use of the imagination or original ideas, especially in the production of an artistic work.

Power of One

Resources:

- *(Enter resources and links here...see example below)*
- <https://www.youtube.com/watch?v=Jbml240EIXM>
- <https://www.youtube.com/watch?v=FlgxKVlfRr4&list=PLSgOjDbUGmKmhacPMYbi26dIRjZ2Jbd64>

Revision

This little slide will be attached with notes on the bottom reviewing your awesome class. There is a standardized rubric that editors will makes sure your materials align with grant specifications.