

# Creative Aging Curriculum Template

**Program Title:**

**Big Idea:**

Describe in one or two sentences your intended outcome for the class:

**Learning Goals:**

Identify the learning goals for the program. What will participants be able to know and/or do? Include arts techniques that participants will be learning, as well as completed project and social engagement goals.

Participants will:

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**Program Description:**

Provide a one paragraph program description. Include details about the themes/topics and art skills that will be taught, and community engagement benefits. This description may be used to market the program.

**Session Outlines:**

Each session’s outline should describe what the participants will be learning and doing, how that learning scaffolds, as well as how the instructor will be providing meaningful social engagement for each day. When viewed as a whole, it should be clear how new skills sequentially build resulting in the intended outcome.

**Session Materials:** A brief list of materials and equipment needed for the class. The list does not need to be comprehensive, but it should include the critical supplies as it pertains to the skill building goals and social engagement activities in the lesson. Exact quantities are not necessary.

**Skillbuilding Goal:** What techniques, principles, and tools are you looking to have the participants learn?

**Social Engagement Activity:** Guided/facilitated activities that encourage folks to build relationships with one another. This should also tie into the artform (ex: group review and sharing, discussion, collaborative art exercises, reflecting on the session).

**Assessment:** What activities are you planning to help you in identifying the skill level and potential accommodations needed by the students? This can be particularly important when working with older adults to establish sensory, memory, and/or physical impairments. This section is included in the first session of the outline, but you can include it in subsequent sessions if applicable.

**Description of Class Plans:** What is actually taking place in the class? This does not have to be a minute-by-minute breakdown, but keep in mind this is the only point of reference we have for understanding your plans.

Session 1 Title:
Session Materials:
Assessment:
Skill Building Goal:
Social Engagement Activity(ies):
Brief Description of Class Plans:

Session 2 Title:
Session Materials:
Assessment:
Skill Building Goal:
Social Engagement Activity(ies):
Brief Description of Class Plans:

Session 3 Title:
Session Materials:
Assessment:
Skill Building Goal:
Social Engagement Activity(ies):
Brief Description of Class Plans:

Session 4 Title:
Session Materials:
Skill Building Goal:
Social Engagement Activity(ies):
Brief Description of Class Plans:

Session 5 Title:
Session Materials:
Skill Building Goal:
Social Engagement Activity(ies):
Brief Description of Class Plans:

Session 6 Title:

Session Materials:

Skill Building Goal:

Social Engagement Activity(ies):

Brief Description of Class Plans:

Session 7 Title:

Session Materials:

Skill Building Goal:

Social Engagement Activity(ies):

Brief Description of Class Plans:

Session 8 Title:
Session Materials:
Skill Building Goal:
Social Engagement Activity(ies):
Brief Description of Class Plans:

**Culminating Event Description:**

Describe the culminating event. Include details about the goals, social engagement opportunities for audience and students, and overall vision for the final sharing. This description may be used to market the culminating event.

**Adaptations:**

It's important to consider potential adaptations to meet the unique needs of participants. Reviewing your curriculum outline, write down potential accommodations to address these impairments, should the need arise.

**Areas to consider include:** Vision, hearing, mobility, manual dexterity, cognitive/memory.

**Examples:** Large print materials and presentations, setting up folks with hearing impairment closer to your demo space, alternative movements for participants with mobility issues.