Lesson Plan Title: Your Name: Linear Perspective Drawing Length:

**Note:** Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know *and* what they willneed to know to be successful.

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| **Pre-Assessment:**  ***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge. |
| * What is the difference between two-point and three-point linear perspective? * What kind of art would you most likely use linear perspective in? * What is typography? * Name the seven principles of design. |

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| **Performance:**  **What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic) |
| N/A |

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| **Concepts:**  List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.** |
| Perspective, Movement, Shape |

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| **Enduring Understanding (s):**  Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. |
| Artists carefully plan the perspective of their shapes to create dynamic visual movement. |

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| **Standards: (All lessons should address all standards.)**  1. Observe and Learn to **Comprehend**  2.Envision and Critique to **Reflect**  3. Invent and Discover to **Create**  4. Relate and Connect to **Transfer** |

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| **Objectives/Outcomes/Learning Targets:**  Objectives **describe a learning experience** with a **condition → behavior (measurable) → criterion.** Aligned to: Bloom’s – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom’s: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology) |
| **Objective 1:** After learning about the principles of design and looking at different types of typographical designs, students will be able to design seven thumbnails for the designs of their first, middle, and last name based on the seven principles of design.   * Blooms: Create * Standard: Observe and Learn to Comprehend; Relate and Connect to Transfer * GLE: Visual art has inherent characteristics and expressive features; Communication through advanced visual methods is a necessary skill in everyday life. * Art Learning: Ideation, history and culture (graphic design related to the principles of design) * Numeracy: patterning and compositional arrangement based on the principles of design   **Objective 2:** After completing a linear perspective shading exercise with basic shapes, students will be able to design their final linear perspective composition using two-point perspective, one principle of design, and graphite pencils.   * Blooms: Create * Standard: Invent and Discover to Create * GLE: Demonstrate competency in traditional and new art media * Art Learning: Materials and Techniques, Expressive Features and Inherent Characteristics * Numeracy: Patterning, drafting in linear perspective   **Objective 3:** After finishing their projects, students will be able to assess the strengths and areas of growth for three different artists using the artist’s reflection worksheet.   * Blooms: Evaluate * Standard: Envision and Critique to Reflect * GLE: Reflective strategies are used to understand the creative process * Art Learning: Critical Reflection * Literacy: Artist’s reflection worksheet |

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| **Differentiation:**  Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives**. |

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| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| ESL   * Provide visual cues for step-by-step on how to complete the assignment. Take pictures. Have minimal words. * Frequent check-ins and modeling. * Filter down instruction to the most important key words. * Give students a chance to use typographical designs that represent their cultural background (optional). * Give visual examples of each principles of design and different options for how that principle could be conveyed. Have the student copy a particular design by picking from different options if they are having a hard time with it.   Sp.Ed.   * Have students work with their initials or their first name spread out in one-point perspective. Two-point perspective could be more of a challenge. * Have the student draw their letters with block letters and cut them out of sturdy paper. They can trace them on their own. * Potentially tape down the block letters so that it will be easier to line up the rulers with the points. It’s okay if the leading lines show. * Have the student arrange their name based on the seven principles of design and take pictures. This could be a separate worksheet that the student has. That way, they are still meeting the objectives but the way they learn the skills are heavily differentiated.   High Functioning Autism   * If there is a student that asks frequent questions, have a structure of independent problem-solving set up where they can go through their own due diligence. * Make sure that all instructions are visual and sequential. Make sure that they know exactly what they’re in for. * Have learning goals and checkpoints posted on the board everyday so the student (and the other students) has structure to know what to work towards. * Lower-functioning—have them pick one font or have them only use their first name. Potentially have shapes cut out in perspective and have them trace them out with a ruler to see where the shapes go. * High-functioning—get buy-in by having them work with linear perspective in a way that’s engaging to them, even if it promotes more STEM thinking (particularly if the student is GT in math). | ESL   * All written parts could be accommodated in a meeting or have worksheets with more simplified English language. Ask if the student is comfortable to write his/her answers in their native language in addition to discussing the answers verbally. * Having a conversation about conceptual intent with the project, potentially with the help of an ESL teacher. It’s important to me that the student understands the conceptual depth that they were trying to achieve with their work, and I want that conversation to be there. * Optional to let the ESL students work together to talk more about depth. Lots of scaffolded prompts to get the students to center their discussion.   Sp.Ed.   * Have the student walk around and have them identify the principles of design in other students’ work. I can take pictures and the student can sort them based on what they think the principles of design are. Special education teachers may need to help me with this. * If the student has strong writing and comprehension skills, they can write down their answers on the worksheet.   High Functioning Autism   * Have them write their answers in complete sentences (depending on their ability level) but not pressuring them to use multiple sentences (unless they are super capable of doing so). * Strong explanation on what constructive feedback means. |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| GT   * Give them access to resources for more complex typography designs. * Give them the opportunity to work with three-point perspective. * Put their letters in a more illustrative context, like the Hollywood sign on a hill. How would the letters interact with the environment?   ADHD   * Using checkmarks to get the project done if focus is a huge issue. Make an agreement with the student and checking in to see how they’re doing (let them guide the conversation). Let it be a learning experience for their own temperament. * Providing space in accordance with an IEP that will enable them to work in a low distraction environment. * Put student in a seat with other students that are quiet and hard working. Do not put them near the super chatty kids. | GT   * Two-point: challenge them to incorporate more complex details in their work. * Three-point: encourage them to lean more towards three-point if they are super proficient with two-point perspective. * Incorporate more than one principle of design in their compositions.   ADHD   * Pay attention to the details of the students’ work (rushed pencil scratches vs. tight, small details). Have them create a design that works for their temperament and focus—would it be more beneficial for them to work larger and looser or would it be better for them to have tighter details and have more focus? It will ultimately depend on the student. |

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| **Literacy:**  List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.** |
| *Literacy*   * Students will fill out the answers to the artist’s statement and critique worksheet at the end of the lesson   *Vocabulary*  *Two-point perspective:* An interior/exterior architectural or natural landscape drawing that has **two** vanishing points.  *Typography:* the style and appearance of letters and numbers.  *Rule of Thirds:* a compositional rule that helps you know where to put a focal point.  *Atmospheric Perspective:* creating the illusion of depth in art. Bright things with high contrast are in the foreground, whereas dull and low contrast things go in the background. |

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| **Materials:**  Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.** |
| * Graphite pencils * Erasers (hard and kneaded) * Sketchbook paper * 11”x17” sulfite paper |

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| Resources:List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. Make reference to where the material can be found. (These are the resources used by the teacher to support/develop the lesson.) List all resources in a bulleted format. |
| Websites  *Different Types of Fonts and Went to Use Them:* <https://www.tailorbrands.com/logo-maker/types-of-fonts>  *50 Logos Fonts Everyone Should Know About:* <https://www.designhill.com/design-blog/50-logo-fonts-every-designer-should-know-about/>  *How to Draw Graffiti Letters for Beginners:* <https://graffitiknowhow.com/how-to-draw-graffiti-letters-for-beginners/>​  Videos  *How to Draw in Two-Point Perspective:* <https://www.youtube.com/watch?v=29-bPAhvzFI>  *Perspective Drawing 01-The Basics-Horizon Line, Vanishing Points 1, 2, 3:* <https://www.youtube.com/watch?time_continue=1&v=ePv-9mVnTVk>  *Perspective Drawing 02-Constructing Basic Forms-Division and Multiplication:* <https://www.youtube.com/watch?v=KRuQhy0l_4o&t=17s> |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Cut 18”x24” sheets of paper into 11”x17” paper for each student (65 in total) * Create teacher example for ideation (all three examples) * Create teacher example for final drawing * Make linear perspective instructions for each table (for ESL and special education students, leave it optional for the students) |

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| Safety:Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format. |
| There aren’t really issues with safety so much as it is about cleanliness and proper use of materials.   * Slip a sheet of notebook paper under your hand to make sure that the drawing doesn’t get smudged * Avoid using your finger to smudge parts of the drawing as a way to blend * Keep the drawing taped to a drawing board and keep all drawings stowed in the vertical shelves to avoid getting the work damaged * Don’t try to poke someone’s eye out with the graphite pencil * Wear an apron in case students are sensitive about getting watercolor on their clothes   Clear discussion about what rulers are used for. They are used for aligning shapes to vanishing points. Any rulers that are treated like swords will be taken away and the student will lose a full letter grade for work. |

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| **Action to** **motivate/Inquiry Questions:**  Describe how you will begin the lesson to **stimulate student’s interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc. |
| *Introduction and review of the seven principles of design.*   * Scavenger hunt activity: students will walk around the classroom and find what they think are the principles of design. Use them in graphic design format. * Review the answers and what the principles of design are.   *Typography*   * Review the definition of what typography is. * Discuss what career fields use typography. * Discuss why the principles of design play such an important role in typography and graphic design. |

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| **Ideation/Inquiry:**  Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract.List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork. |
| *Thumbnail Sketches*   * Students must arrange their first, middle, and last names based on all seven principles of design * Students must draw their name in three different font styles that they are interested to use for their final project.   *Value Scale*   * Students must complete a value scale using soft-shading   *Two-Point Perspective Exercise*   * Students must draw basic shapes (square, cylinder, triangle, star, and cone) in linear perspective. |

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| **Instruction:**  Give a detailed account **(in bulleted form)** of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience |

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| Week 1 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology. KNOW (Content) and DO (Skill)**  **Day 1**  *Introduction and review of the seven principles of design.*   * Scavenger hunt activity: students will walk around the classroom and find what they think are the principles of design. Use them in graphic design format. * Review the answers and what the principles of design are.   *Typography*   * Review the definition of what typography is. * Discuss what career fields use typography. * Discuss why the principles of design play such an important role in typography and graphic design.   Work Day   * Make seven thumbnail sketches arranging your first, middle, and last name based on each principle of design. * Pick your top three favorite thumbnails, starring your number one favorite. * Discussion about typographical designs and looking at typography resources. Practice drawing three typographical designs for your first, middle, and last names.   **Day 2**  Demonstration:   * Practice linear perspective drawing with basic shapes (squares, circles, cones, cylinders, stars, etc.). * Take one letter from each typographical design and practice drawing it in two-point perspective (above and below the horizon line). * *Note: the bigger and wider the letters are, the easier it will be to draw them in linear perspective.*   **Goal: Finish thumbnail sketches and typographical designs.**  **Day 3**  Demonstration: Soft-shading value scale exercise.  Soft-shading on the top and bottom of three-dimensional shapes (circles, squares, triangles)  Work Day   * Start with final drawing after finishing exercises   **Goal: When you’ve decided your final design, make sure you pick a light source for your typography.**  **Day 4**  Work Day  Clean-Up  **Goal: At minimum, have your first, middle, and last names drawn out on your composition, even if they do not have perspective lines drawn yet.**  **Day 5**  Work Day  Clean-Up | **Learning** - Students will... i.e.: explore ideation by making connections,  comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.) **UNDERSTAND** | **Time**  10 min.  5 min.  35 min.  50 min.  5 min.  15 min.  30 min.  45 min.  5 min.  45 min.  5 min. |
| Week 2 | **Day 1**  Work Day  Clean-Up  **Day 2**  Work Day  Clean-Up  **Goal: Have all of your perspective lines drawn out and the pattern (based on your principle of design) drawn**  **Day 3**  Demonstration: Tessalation patterns   * Give students examples of patterns from different elements and principles of design * Draw the patterns on a square (look for demonstration examples on YouTube) * Half the students can draw their backgrounds by tracing on the glass while the other students can work on shading   Work Day  Clean-Up  **Day 4**  Work Day  Clean-Up  **Day 5**  Work Day  Clean-Up |  | 45 min.  5 min.  45 min.  5 min.  10 min.  35 min.  5 min.  45 min.  5 min.  45 min.  5 min. |
| Week 3 | **Day 1**  Work Day  Clean-Up  **Day 2**  Work Day  Clean-Up  **Day 3**  Work Day  Clean-Up  **Day 4**  Work Day  Clean-Up  **Day 5**  Critique Day   * Assess three students’ work: principle of design they used, strengths of the drawing, and suggestions for improvement (5 min. per. student work) * Group Discussion   Constructive feedback on the lesson   * Written feedback * Group discussion |  | 45 min.  5 min.  45 min.  5 min.  45 min.  5 min.  45 min.  5 min.  15 min.  10 min.  25 min. |

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| **Student reflective/inquiry activity:**  Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.) |
| Students will fill out the first three questions of the artist statement and critique worksheet, and they will answer the same questions for three different classmates they evaluate.  *Questions: Self*   * Which principles of design did you use for this project? How does your design reflect this principle? What made you drawn to this principle? * What are some strengths (drawing and design) about your portrait, or things that you are proud of about it? * What are some things (drawing and design) you would change or improve about it?   *Questions: Others*   * Identify the principle of design used in the work. * Identify two strengths about drawing * Identify two growth areas about drawing. |

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| **Post-Assessment (teacher-centered/objectives as questions):**  Have students achieved the objectives and grade level expectations specified in your lesson plan? | **Post-Assessment Instrument:**  How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc. |
| Can students design seven thumbnails for the designs of their first, middle, and last name based on the seven principles of design?  Can students design their final linear perspective composition using two-point perspective, one principle of design, and graphite pencils?  Can students assess the strengths and areas of growth for three different artists using the artist’s reflection worksheet? |  |

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| **Self-Reflection:**  ***After the lesson is concluded*** write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.) |
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**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/15 Fahey