**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

|  |  |  |
| --- | --- | --- |
| Lesson Title & Big Idea: One Point Perspective Drawings on Two Perspectives | | Grade Level: 5th |
| Lesson Purpose:  Students will depict the two sides of an event in the Revolutionary War, trying to connect the things they have learned into one artistic piece. The piece will show both sides simultaneously as well as the emotions of the time. | | Class Periods Required: 2-3 |
| Key Concepts (2-3):   * Students will learn how to draw one-point perspective drawings * Students will depict emotions and multiple perspectives of one event from different sides. | Essential Questions (2-3):   * How does it make the image more powerful by including both sides of the same event? * How will you show the emotion or feeling of each side in your piece? | |
| Lesson Objectives:   * Students will create a one-point perspective drawing after learning the three important steps to this technique. * Students will be able to demonstrate their knowledge of perspective by creating a drawing that includes both sides of the Revolutionary War. | | |
| Grade Level Expectations (GLEs)   * Create an original building based upon elements of architectural styles (Strand I: 3B) * Create an original artwork that communicates ideas about the following themes: United States, patriotism, world, time (Strand I: 3C) * Identify and use relative size (Strand II: 2F) | Missouri Core Academic Standards (Common Core State Standards)   * [CCSS.ELA-Literacy.SL.5.5](http://www.corestandards.org/ELA-Literacy/SL/5/5/) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. * [CCSS.ELA-Literacy.SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | |
| Integrated Content Areas:  1. Visual Art  2. Social Studies and Writing | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.  Perspective: a certain way of regarding situations, facts, and spaces; sometimes judging their relative importance | |
| Anticipatory Set (Gaining Attention): Students will learn about 3-D drawings and using a technique called one-point perspective to make your drawings look 3-D. Show many examples of one-point perspective drawings and give students a chance to sketch one out, trying out the technique. | Closure (Reflecting Anticipatory Set): Have a gallery walk so students can see other classmates’ finished products. Each student will write a question and compliment for the students’ work they look at. | |
| Lesson Activities & Procedure(s):  1. Students will learn about the one-point perspective drawing technique and look at examples of it.  2. Teach students the steps to one-point perspective drawings. First, you choose a dot somewhere in the top half of your page near the middle. That dot sets the location of the horizon of your drawing, so draw a horizontal line through it. Your page is set up to start now. From this, any shape you make is made 3D by taking its corners or edges and extending them to the line (demonstrate on your own paper). Show students how it would look to do a square or triangle and then erasing the line to the dot when you have the length you want.  3. Students will use their new technique to draw an event they have learned about from the American Revolution from both sides. They will draw a line down the middle and put the colonists’ version and feelings on one side and the British version and feelings on the other.  4. After everyone is completed, do a gallery walk and have students write one compliment and one question for each artwork they look at. | Lesson Texts & Materials:   * Rulers * Pencils * Crayons, colored pencils, or markers * Drawing paper (whatever size you want artwork to be) | |
| Lesson **adaptations** for challenged learners:  If students are having difficulty depicting both perspectives in one drawing, have them do two different ones and put them together. Students can also just draw out the scenes and practice one-point perspective drawings with another topic. | Lesson **extensions/enrichments** for gifted learners:  Students who finish early can practice one-point perspective drawings on any subject they choose. Often, these drawings are used to depict a neighborhood, city landscape, or street, but students may do anything they like to further their technique. | |
| **Formative Assessment** strategies:  Assessing students’ artwork will be based on whether or not they worked well with the time that was allotted to them and whether effort was given to express emotions and information learned through this unit. They will receive a score out of 5 for time management and work effort and a score out of 5 for their ability to include emotion and differences in perspective. | | |